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ABSTRACT

Practical ways to document essential elements taught and mastered are presented for the teacher and administrator. With the amendment of the administrative rules to remove the 70% passing requirement, educators received greater flexibility in determining appropriate ways to document mastery. What now determines whether or not students move on to more complex study is the certainty that they have mastered the abilities needed. Suggestions for daily lesson plans and grade books are given. Extensive examples illustrate the flexibility now permitted, with each example including curriculum guide excerpts, lesson plans, and grade books. Sample grading methods cover pre-kindergarten through high school subjects. Clarity of direction, usefulness to the teacher, and responsiveness to students are the hallmarks of effective documentation. (SLD)

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DOCUMENTING MASTERY:

AN INSERVICE PRESENTATION

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SAMPLE AGENDA AND INTRODUCTION

THE LAW

SAMPLE AGENDA FOR INSERVICE

- Welcome and Introductions
- Discuss the Problem of Documenting Mastery at our Campus
- Review the Packet Contents
  - Introduction to the Law
  - The Law
  - Flow of the Essential Elements
- Examine Note of Explanation and Sample Lesson Plans
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THE LAW
AND
STATE BOARD OF EDUCATION RULES

. Introduction

. House Bill 50

. Rules Adopted by the State Board of Education, September, 1986

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.. Title 19, Part II, Texas Administrative Code and Statutory Citations

... Subchapter A: General Provisions, pages 1-6

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INTRODUCTION TO THE LAW

- Background
- New Flexibility; New Responsibility

THE MEANING OF MASTERY

- District Responsibilities
- Teacher Responsibilities

INTRODUCTION

BACKGROUND

On June 14, 1986, the State Board of Education amended the rules in Title 19, Chapter 75 of the Texas Administrative Code, Curriculum, to clarify that documenting both teaching and mastering of essential elements can be accomplished without extensive paperwork.

Specifically the State Board REMOVED the requirement that "the numerical grade of 70 shall represent mastery of at least 70 percent of the essential elements for the subject or course."

On June 27, 1986, school districts received correspondence outlining and updating the recommendations of the Paperwork Reduction Advisory Committee based upon the Board's removal of the numerical grade of 70 from requirements for documenting mastery. The attached explanation, flow chart, and examples are the most recent in a series of efforts stressing the same message to educators and administrators alike: there are practical ways to simplify the process of documenting mastery, and a variety of ways is acceptable.

NEW FLEXIBILITY; NEW RESPONSIBILITY

With the removal of the 70 percent requirement, educators received greater flexibility in determining appropriate ways to document essential elements taught and mastered. No longer a strictly numerical determination, the assessment of mastery can be achieved in a variety of ways more specifically meeting the instructional needs of the students.

Accurately defining 70 percent mastery brought teachers and administrators alike several difficulties. Literally computing 70 percent of 70 percent of the essential elements and other similar formulas did not appear to be either meeting the letter of the law or improving education. Educators found it nearly impossible to measure a 70 percent "appreciation" or "recognition" of certain skills or processes taught. It is more possible, however, to assess whether or not the student is likely to succeed in the essential elements forthcoming. Therefore, what now determines whether or not students move on to more complex and higher levels of study is not a numerical figure but the certainty that the students have mastered the abilities they need to function at the level to which they are advancing.

DISTRICT RESPONSIBILITIES

What Has Changed; What Has Not

The concept of recording student achievement is not new. Teachers and administrators have always been concerned with knowing what has been taught and what has been learned. Previously, individual campuses and teachers determined not only what subjects were to be taught, but what level of mastery was necessary for promotion.

Because teachers must document mastery, however simply, districts have the responsibility to provide them with the support materials they need to document mastery without performing excessive paperwork. Districts can use materials that are self-made or commercial, that are produced by regional education service centers, or textbook publishers; they can also use a variety of other sources to provide teachers the help (e.g. learner objectives, instructional strategies, resources, materials,) they need to implement the essential elements on a daily basis. Districts employing curriculum guides they themselves did not develop should involve teachers in validating the materials to ensure that they are locally appropriate. Teachers should not, however, be expected to validate them on their own time.

Because demonstrating implementation of the state curriculum is now the task of district administrators, it is their responsibility to provide teachers the behaviorial objectives, instructional strategies, resources, materials, and methods of evaluation needed to teach effectively. Districts have the responsibility to:

- provide teachers with the curriculum guides they need to cover adequately the essential elements mandated
- establish and publicize a district wide grading policy
- assess the documentation system currently in place

District Curriculum Guides: Dynamic Tools for Teachers

District curriculum guides provide a foundation for the instructional program, translating state essential elements into specific objectives to be accomplished. Minimally, these documents should correlate a scope and sequence of local objectives to essential elements, matching instructional resources to each objective. Ideally, curriculum documents would contain additional information related to activities, assessment, and special populations.

Curriculum guides and the lesson plans which emerge from them should be dynamic, flexible tools able to take advantage of local district and community resources, changing world events, and constantly emerging technologies to keep classroom education current. An appropriate use of technology would be to put a curriculum guide on a word processor so that changes could be made to the text, updating could occur, and new ideas inserted. In future development efforts, curriculum guides, insofar as they supply introductory materials, focus, reinforcement ideas, etc., should take the language of the teacher appraisal process into consideration.

District Grading Policy: Evaluation Strategies Based on Sound Teaching

Assessment strategies may, as always, involve a physical demonstration, observation of a developmental skill, construction of a project, examination of a work sample, an oral interview, a written test, and other types of assessment. More than the method of evaluation, the content of the objectives to be evaluated may have changed with implementation of a statewide curriculum. Further, district policy now guides teachers as they make promotion and retention decisions.

Systems for recording mastery range from those that are easily used by teachers to those that require excessive paperwork. Some districts have worked out systems which do not require unreasonable teacher record-keeping or data entry time. A gradebook system may be the simplest to implement. Group or class profile sheets may also be appropriate if they do not require teachers to duplicate information from the gradebook. Computerized management systems can provide a wealth of student information but should always include data entry support personnel, adequate training, and ongoing staff development.

In some instances, a district may feel that extensive documentation is necessary to support the instructional program. If such documentation is required, the district has the responsibility to provide considerable support to the teacher. Without this support, a district may be cited for excessive paperwork by Agency accreditation teams.

TEACHER RESPONSIBILITIES

When adequate curriculum guides are available and well-publicized grading policies are in place, a teacher's lesson plans and records need only reflect those objectives being taught and those assessment strategies being used which have been, in the curriculum guide, directly keyed to essential elements.

If curriculum documents are sufficiently comprehensive, teachers' daily lesson plans may be quite brief. Teachers need only refer to a page in the document being used and can adapt lesson plans and evaluation strategies suggested to resources available on the campus, to each individual, and to the special populations in their classroom. While a lesson presented in the classroom includes many parts, as highlighted by the teacher appraisal process, not all of these parts must be listed in the lesson plan. While lesson plans are primarily for teachers' benefit, they also chronicle, help visualize, and map out teachers' choices and uses of the curriculum guide for principals and other instructional leaders who cannot visit the classroom on a daily basis.

Lesson Plans: Uniformity Does Not Mean Quality

Effective teachers use a wide variety of strategies to design and implement lesson plans. For example, elementary teachers, who instruct in numerous content areas daily, may find that effective teaching requires they vary the level of detail on lesson plans from content area to content area. Lesson plans in one content area may require only an occasional reference to the curriculum guide; others may require some detail. Secondary history teachers might find the effective lesson plan and grading strategy that works for them will not necessarily work for teachers of mathematics, science, or art.

Some teachers with many years of experience may find that a strictly numerical system of grading works well for them while other experienced teachers prefer briefer notations. Some inexperienced teachers may find that greater detail of lesson plan helps them increase their confidence and competence in the classroom, while other new teachers might be advised to eliminate detail and rely on quick assessment of activities in the classroom to formulate their next procedure.

As noted several times in previous correspondence, teachers should not in any case be required to include extensive detail or coding systems of essential elements in their lesson plans. The requirement to document mastery should not cause teachers to perform redundant tasks. Rather, lesson plans and grade sheets should be usable by the teacher and should communicate what is happening in the classroom. They are not primarily

for documentation but rather are to link curriculum guides to classroom instruction.

Grade Books: A Simple Record of Mastery

Student mastery of concepts and skills is a major focus of Chapter 75, Curriculum. As a concept, student mastery emphasizes the need for foundational understanding, for developing skills and processes on a continuum from simple to complex; it is not mere covering of content. For this reason, recording student mastery is crucial and may occur in the grade book or elsewhere.

Effective teachers use an incalculable number of ways to assess mastery. Many teachers combine use of a progress chart with their other grading strategies while other teachers find it most helpful to weight differently the various skills and processes taught throughout the semester. For example, an English Language Arts teacher may weight oral communication heavily throughout the first six weeks, written communication heavily during the second six weeks, and reading comprehension heavily during the next six weeks. While continuing to grade all three activities--oral, written, and reading comprehension--simultaneously, the weight given each activity throughout the year describes an emphasis on the essential elements being covered at that time. Grading strategies will also differ depending on whether or not a teacher is instructing in skills, theory, processes, or products. Individual teachers must discern the assessment system that will best fit their students' academic needs.

Further, recording mastery of an objective at one point does not ensure lifelong mastery, nor does it relieve teachers of the responsibility to review content as part of ongoing instruction. All educators recognize that the skills, processes, and concepts developed by the essential elements must be taught and reinforced over an extensive period of time. Therefore, recording mastery simply provides the information that a student has at one time reached the level of proficiency needed for future learning.

Conclusion: Diversity Ensures Access for all Students

Because no two students and no two classrooms are identical, ensuring a quality education for every student requires a variety of approaches to the teaching and grading process. Therefore, we can be assured of one thing: that a wide range of lesson planning and assessment strategies, tailored to the needs of individual students as well as meeting the needs of teaching professionals, will most dramatically improve the quality of education in Texas.

HOUSE BILL 50

AN ACT

relating to paperwork reduction efforts in public schools.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Sections 21.258(b) and (d), Education Code, are amended to read as follows:

(b) The State Board of Education by rule shall prescribe the form and content of the report. In adopting the rules, the board may not impose requirements that contribute unnecessarily to the length or complexity of the report, and to the extent possible shall provide for each report topic required by this subsection or by board rule to be presented in a manner that allows the presentation to be limited to not more than one page in length per topic. At a minimum, the report must include the following information by campus:

(1) evaluations of the quality of education based on the information contained in the report;

(2) scores on tests with national norms;

(3) reports of performance trends improvement or lack of improvement;

(4) statements of costs for instruction, instructional administration, and central administration;

(5) attendance data and dropout rates;

(6) reports on discipline;

(7) data on employees, trends in employment, and

turnover; [and]

(8) teacher ratios by grade groupings and by program; and

(9) statement of efforts to reduce the amount of paperwork required of teachers and administrators.

(d) The State Board of Education by rule shall [may] authorize the combination of this report with other reports and financial statements and shall restrict the number and length of reports that school districts and school district employees are required to prepare

SECTION 2. Subchapter Z, Chapter 21, Education Code, is amended by adding Section 21.925 to read as follows:

Sec. 21.925. RESTRICTING WRITTEN REPORTS. (a) The State Board of Education shall adopt rules that provide for simplifying and reducing the number and length of written reports that the Central Education Agency requires from school districts and school district employees.

(b) The board shall conduct a comprehensive review of its rules implementing Section 21.101 to reduce the number and length of reports required from school districts and school district employees. The agency shall provide models to school districts of lesson plans, curriculum guides, and other required reports that comply with agency reporting requirements.

(c) The board shall conduct a comprehensive review of current cost-accounting requirements to determine the specific level of detail required in electronic accounting reports to simplify the reporting system.

(d) As part of its biennial report to the legislature, the board shall include a statement of the total number and length of reports that it requires school districts and school district employees to prepare and of its efforts to reduce overall reporting requirements. The board shall identify for the legislature those reports required by federal law or rule, those reports specifically required by state law, and those reports required by agency rule.

(e) The board of trustees of each school district shall adopt policies to limit the number and length of written reports that classroom teachers are required to prepare. Classroom teachers may not be required to prepare written reports other than the following:

(1) reports of students' grades on particular assignments or examinations;

(2) reports of students' grades at the end of each grade reporting period;

(3) textbook reports;

(4) unit or weekly lesson plan reports that outline, in a brief and general manner, the information to be presented during each period at the secondary level or in each subject or topic at the elementary level;

(5) attendance reports;

(6) any other report or paperwork specifically required by law or State Board of Education rule to be prepared by teachers; or

(7) reports required for accreditation review.

SECTION 3. Section 13.353(c), Education Code, is amended to

read as follows:

(c) The training and education required by this section must emphasize the methodology for general management, including the administrator's ability to reduce paperwork; instructional leadership; and teacher evaluation.

SECTION 4. The rules and policies adopted in accordance with Sections 21.925(a) and (e), Education Code, as added by this Act, shall be implemented not later than January 1, 1987.

SECTION 5. The importance of this legislation and the crowded condition of the calendars in both houses create an emergency and an imperative public necessity that the constitutional rule requiring bills to be read on three several days in each house be suspended, and this rule is hereby suspended, and that this Act take effect and be in force from and after its passage, and it is so enacted.

STATE BOARD OF EDUCATION RULES

Texas Education Agency
1701 NORTH CONGRESS AVENUE AUSTIN, TEXAS 78701-1494 (512) 463-9734

September 15, 1986

TO THE ADMINISTRATOR ADDRESSED

Subject: Rules Adopted by the State Board of Education, September 1986 - Promotion and Alternatives to Social Promotion

Attached are amendments to 19 TAC Chapter 75, Curriculum, including amendments to Subchapter H, Promotion and Alternatives to Social Promotion, as adopted by the State Board of Education in September 1986. These rules are identical to those adopted on an emergency basis June and sent to you in a letter dated June 27, 1986.

THESE RULES CONSTITUTE A MAJOR CHANGE FROM THE PREVIOUS RULES ON PROMOTION AND RETENTION ADOPTED BY THE BOARD IN JULY 1985.

It is the intent of these new rules to provide local districts with much greater flexibility, while at the same time placing accountability at the district level to meet the varying needs of students.

These amended rules do not stand alone, but are part of a concentrated state-level approach toward the goal of improved student performance. The new promotion and retention rules are less prescriptive than previous rules, thus allowing districts to focus their energies on improving student performance rather than on technical compliance with detailed requirements. At the same time, the process of accreditation monitoring is being refocused to concentrate on campus-level accountability for improved student achievement. Problem campuses will be identified, monitored, and analyzed to determine the source of the problem. Technical assistance will be provided to help strengthen the performance of campuses with less than appropriate student achievement.

Important changes made by the new rules on promotion and retention include the following:

- require each district to have a policy on grading;
- require each district to have policies to guide decisions on promotion, retention, or placement in alternative programs based on mastery of the essential elements;
- require districts to assess the needs of students who are having difficulties mastering the essential elements;
- ensure that parents are informed of the difference between a student's age-appropriate placement and the student's functional level;
- change the requirement that the numerical grade of 70 must represent mastery of at least 70 percent of the essential elements for that subject or course, and provide instead that mastery means the student has the skills necessary to be successful at the next level, since in some cases 70 percent mastery is hard to define, and in others more than 70 percent mastery may be necessary for success at the next level;
- require districts in their local grading policies to relate grades to mastery of the essential elements;
- require districts to meet the needs of students who are performing below a level that would permit them to be promoted, but allow districts to use their creativity in designing local programs that are appropriate for their students; and
- require districts to assess the effectiveness of their alternative programs.

I believe these new rules on promotion and retention provide an exciting opportunity for school districts to think through the varying kinds of problems and difficulties which burden students who do not meet established standards, and to design alternative programs, arrangements, and strategies to help these students stay in school and succeed in school.

Questions about the rules on promotion and retention should be addressed to the Division of Curriculum Development at (512) 463-9585.

Sincerely,

W.N. Kirby
Commissioner of Education

SUBCHAPTER A. GENERAL PROVISIONS

Statutory Citation

Texas Education Code §21.101:

"(a) Each school district that offers prekindergarten through grade 12 shall offer a well-balanced curriculum that includes:

(1) English language arts;

(2) other languages, to the extent possible;

(3) mathematics;

(4) science;

(5) health;

(6) physical education;

(7) fine arts;

(8) social studies;

(9) economics, with emphasis on the free enterprise system and its benefits;

(10) business education;

(11) vocational education; and

(12) Texas and United States history as individual subjects and in reading courses.

"(b) The State Board of Education by rule shall designate subjects comprising a well-balanced curriculum to be offered by a school district that does not offer prekindergarten through grade 12.

"(c) The State Board of Education by rule shall designate the essential elements of each subject listed in Subsection (a) of this section and shall require each district to provide instruction in those elements at appropriate grade levels. In order to be accredited, a district must provide instruction in those essential elements as specified by the state board.

"(d) Local instructional plans may draw upon state curriculum frameworks and program standards as appropriate. The responsibility for enabling all children to participate actively in a balanced curriculum which is

designed to meet individual needs rests with the local school district. Districts are encouraged to exceed minimum requirements of the law. A primary purpose of the public school curriculum in Texas shall be to prepare thoughtful, active citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the basic democratic values of our state and national heritage.

"(e) The State Board of Education shall provide for optional subjects in addition to those provided by Subsection (a) of this section as appropriate for districts that require choices in order to address unique local needs. In addition, the commissioner of education may permit a school district to vary from the required curriculum as necessary to avoid hardship to the district.

"(f) Not later than the 30th day preceding the day on which each regular session of the legislature convenes, the State Board of Education shall transmit to the governor, the lieutenant governor, and the legislature a report on the status of curriculum in the public schools. The report shall include recommendations for legislative changes necessary to improve, modify, or add to the curriculum.

"(g) The State Board of Education and local school districts shall foster the continuation of the tradition of teaching American and Texas history and the free enterprise system in regular subject matter and in reading courses in the public free schools of Texas and in the adoption of textbooks."

Rules

§75.2 General Responsibility of School Districts.

(a) Each school district shall be responsible for providing a well-balanced curriculum and for delivering effective instruction to all students enrolled. School districts shall implement the provisions of this chapter in a manner which will enable all students to participate actively in a well-balanced curriculum and master, to the best of their abilities, the knowledge, skills, and competencies established through the essential elements. For students with identified needs, at all levels of ability, school districts shall provide modifications in methodologies, pacing, and materials to ensure that instruction in the essential elements is delivered at an appropriate level.

(b) School district boards of trustees shall adopt policies which give direction for the total instructional program. Where provisions of this chapter have made available options for school districts, policies shall include the choices made by the board of trustees in the exercise of those options. School district boards should make such choices based upon identified student needs. In making these choices, districts shall consider and as appropriate draw upon technical assistance manuals, supplements, and samples of alternative strategies prepared by the

Central Education Agency. School districts shall be encouraged to exceed minimum requirements established by law and the State Board of Education.

(c) School district boards of trustees shall establish policy which delineates a procedure for evaluation of the effectiveness of the instructional program. Emphasis shall be given to enrichment and extension as well as remediation. The procedure shall include collection of data regarding student progress in the essential elements and other pertinent information. The school district board shall annually review that information and identify areas for needed improvement. Based upon the findings of the review, the school district shall make necessary adjustments in the instructional program.

(d) School district boards of trustees shall adopt policies to provide and ensure adequate planning and preparation time, to be uninterrupted by any other activities, in order for teachers to prepare adequately for effective instruction of the curriculum to all students. School district boards of trustees shall also adopt policies designed to prevent distractions from, interruptions, and loss of scheduled class time by any activity during the school day.

(e) It shall be the responsibility of the school boards of trustees to adopt policies which will require and permit school counselors, deans, principals, assistant principals, teachers, and other student advisors for grades 7-12 to become thoroughly familiar with the curriculum, course offerings, graduation requirements, and the differences between the high school graduation requirements in §75.151 of this title (relating to High School Graduation Requirements) and the advanced high school program in §75.152 of this title (relating to Advanced High School Program) so that they may adequately consult with, advise, and counsel students and their parents or guardians as to the appropriate courses and subjects available for individual students. Similarly, boards of trustees shall adopt such policies as may be necessary to adequately disseminate and inform parents and guardians of students, as well as the students themselves, of the curriculum for grades 7-12, the course offerings, graduation requirements, and the differences between the high school graduation requirements in §75.151 of this title (relating to High School Graduation Requirements) and the advanced high school program in §75.152 of this title (relating to Advanced High School Program). Every effort should be made to relieve counselors of extraneous tasks so that they may appropriately meet their responsibilities to consult and counsel with students as to their individual educational needs, goals, and aims.

(f) Consistent with the provisions of the compulsory attendance law, and in order for students to receive the maximum benefits of the curriculum, it shall be the responsibility of the local school boards of trustees to adopt policies which will impose limits on students' absences and require make-up or remedial work from the students with excessive absences.

§75.3 Essential Elements (Pre-Kindergarten-Grade 12) Mandated.

Each school district shall provide instruction in the essential elements of the appropriate grade levels as specified in Subchapter B of this chapter (relating to Essential Elements -- Prekindergarten - Grade Six), Subchapter C of this chapter (relating to Essential Elements -- Grade Seven-Eight), Subchapter D of this chapter (relating to Essential Elements -- Grades Nine-12), and Subchapter E of this chapter (relating to Well-Balanced Curriculum). A school district may add elements at its discretion but shall not delete or omit instruction in the essential elements required by the State Board of Education. Instruction in the essential elements may be modified for students with identified needs, as appropriate, under the provisions of §75.4 of this title (relating to Special Populations and Programs).

§75.4 Special Populations and Programs.

(a) All students, regardless of identified need or condition, shall be provided a well-balanced curriculum pursuant to the provisions of this chapter. The essential elements represent those core knowledges, skills, and competencies all students should learn to be effective and productive members of society. Students with identified needs shall be instructed in those same essential elements in a manner appropriate to their needs. Where a handicapping condition identified pursuant to subsection (b)(4) of this section renders the elements inappropriate for the particular student, instruction shall be especially designed based on the student's abilities.

(b) School district programs for students identified as having special needs shall modify the method of instruction, pacing, or materials, as appropriate, to provide full opportunity for learning the essential elements. Students with identified needs shall receive instruction in accordance with this chapter and pursuant to applicable federal and state law and rules of the State Board of Education including:

(1) bilingual education and other special language programs - Chapter 77, Subchapter R of this title (relating to Bilingual Education and Other Special Language Programs);

(2) gifted and talented - Chapter 89, Subchapter C of this title (relating to Educational Programs for Gifted and Talented Students);

(A) School districts are encouraged to modify the delivery of instruction for gifted and talented students by accelerating, providing greater depth, and expanding the essential elements described in this chapter.

(B) The school district shall ensure that students are instructed in all essential elements and demonstrate an acceptable degree of mastery while participating in such programs.

(3) compensatory education - Chapter 89, Subchapter F of this title (relating to Compensatory Education);

(4) special education - Chapter 89, Subchapter G of this title (relating to Special Education); and

(5) migrant education programs - Chapter 89, Subchapter J of this title (relating to Migrant Education Programs).

(c) Programs for special population students may utilize specialized personnel to assist in the delivery of instruction. Such personnel and regular program instructional personnel shall be jointly responsible for the cooperative delivery of effective instruction in essential elements, as appropriate.

(d) School districts shall ensure that programs for special populations are coordinated with and are an integral part of the total instructional program. The basis for such district and campus level coordination shall be the provision of effective instruction in the essential elements in this chapter.

§75.5 State Board of Education Review and Renewal.

(a) During the school year 1990-1991 and every five years thereafter, the State Board of Education shall review and evaluate the appropriateness of the identified essential elements and other provisions of this chapter. Based upon the results of the five-year assessments, the State Board of Education shall modify the rules as may be appropriate.

(1) The commissioner of education shall secure and submit, for State Board of Education study, evaluative information regarding the continued appropriateness of the essential elements and their grade level designations. The commissioner shall also collect and provide the best available data regarding continuous student progress in the essential elements.

(2) The commissioner of education shall secure and submit to the board data regarding the continued appropriateness of other provisions of this chapter, particularly Subchapter E of this chapter (relating to Well-Balanced Curriculum).

(3) When possible, changes in essential elements shall be made in sequence with the textbook adoption cycle, and districts shall be required to implement such changes no later than the date on which textbooks shall be available in local districts.

(b) In accordance with law, the State Board of Education shall report on the status of the curriculum in the public schools to the governor, lieutenant governor, and legislature on the 30th day preceding each regular legislative session. The report shall include recommendations

for legislative changes, as necessary, to improve, modify, or add to the curriculum.

(c) In order to fulfill the requirements of this section, school districts shall provide information that may be requested by the commissioner of education.

Adopted by the State Board of Education, September 1986.

SUBCHAPTER G. OTHER PROVISIONS

§75.170 School District Policy on Grading, Promotion, Retention, Remediation, and Placement.

(a) Each school district board of trustees shall establish policies on grading, promotion, retention, remediation, and placement of students. Each board of trustees shall be charged with the responsibility of providing a policy ensuring mastery of the essential elements of each subject or course. In addition, each board shall establish an acceptable procedure to reteach non-mastery students.

(b) Policies regarding grading shall ensure that student grades shall be based on academic achievement and shall reflect the requirements as provided in §75.191 of this title (relating to Grading and Reporting Requirements), §75.193 of this title (relating to Grade Level Advancement and Course Credit). These policies shall establish the relationship between grades and mastery of district objectives which have been related to essential elements. Grading policies may include other academically-related requirements.

(c) Decisions regarding student promotion, retention, or placement into alternative programs shall be determined by locally developed policies for the placement of students into the next appropriate grade level, course, or alternative program based upon mastery of prerequisite essential elements as required by §75.193(a) of this title (relating to Grade Level Advancement and Course Credit). Districts are expected to set levels of mastery to ensure that each student is challenged to perform at a level commensurate with his/her ability. The policies shall identify all alternative programs available and the criteria for placement in each alternative program. The identified alternative programs shall have the probability of meeting the academic needs of students based upon achievement data and ongoing evaluation. The policies shall include specific criteria for entry into high school courses to ensure that students in need of remedial instruction are placed in appropriate courses and that all students are placed in academically challenging courses.

(d) Policies regarding remediation must be consistent with §75.195 of this title (relating to Alternatives to Social Promotion) and §75.174 of this title (relating to Remedial and Compensatory Instruction.)

(e) In order to be accredited, each school district must demonstrate that, in addition to providing instruction in the essential elements, evidence of mastery of essential elements is an integral part of school district policy on grading, promotion, retention, remediation, and placement of students.

Adopted by the State Board of Education, September 1986.

SUBCHAPTER H. PROMOTION AND ALTERNATIVES TO SOCIAL PROMOTION

§75.191 Grading and Reporting Requirements.

Statutory Citation

Texas Education Code, §21.721:

"Grade requirement for advancement or course credit.

"(a) A district may not grant social promotions. Students may be promoted only on the basis of academic achievement.

"(b) A student who has not maintained a grade average for a school year equivalent to at least 70 on a scale of 100 may not be advanced from one grade level to the next.

"(c) A student who has not maintained a grade average for a course equivalent to at least 70 on a scale of 100 may not be given credit for the course.

"(d) The State Board of Education shall adopt rules prescribing alternatives to social promotion for students who are consistently unable to be promoted because of poor academic achievement, and a district may provide for those students in accordance with the board rules, provided that the parent, guardian, or person having lawful control of the student participates in the deliberations."

Rule

(a) School districts shall determine student academic achievement using a numerical score on a scale of 0-100. For grades one-six, numerical scores shall be established for the subjects of language arts, mathematics, science, and social studies. Grades for health, fine arts, and physical education may be determined by local district policy using numerical grades, letter grades, or indications of "excellent," "satisfactory," "unsatisfactory," or "needs improvement" or any combination thereof. A board of trustees may, at its option, use grading designations of "excellent," "satisfactory," "improvement needed," and "unsatisfactory" or any combination thereof for reporting purposes for students in grade one for all of such grade or any portion thereof. For grades seven-12, numerical scores shall be used for courses listed in Chapter 75, Subchapters C and D of this title (relating to Curriculum).

(b) School districts shall develop procedures for determining student progress and reporting to parents for students at the kindergarten and pre-kindergarten level. The provisions of subsection (a) of this section are not applicable to kindergarten or pre-kindergarten.

(c) Grades in all subjects or courses shall be reported to parents and students at the end of each six-week period. The report shall include the number of times the student has been absent. For students in alternative programs, the report to parents must clearly specify the instructional level at which the student is functioning.

(d) School districts may report grades to parents as numerical scores or may convert to letter grades. If districts choose to report letter grades, the following conversion table shall be used beginning no later than September 1, 1985:

(1) 90-100 = A;

(2) 80- 89 = B;

(3) 75- 79 = C;

(4) 70- 74 = D;

(5) 69-below = actual number grade earned. A school district may, at its discretion, record a 50 for any numerical grade earned that is lower than 50.

(e) For districts that choose to report letter grades to parents, the total numerical scores shall be used in determining promotion, course credit, and maintenance of a grade of 70 for participation in extracurricular and other activities. Numerical scores shall be maintained in the permanent records for grades one-eight and used on the academic achievement records (transcripts) for grades nine-12.

(f) School districts that elect to report letter grades to parents may use + and - with such grades. Districts may also develop procedures for assigning and using grade points at their discretion.

(g) At the end of the first three weeks of a grading period, the school district shall provide notice of progress to the parent or guardian of a student whose grade average in any class is lower than 70 or whose grade average is deemed borderline by the district.

(h) In assessing students who are limited English proficient for mastery of the essential elements, districts shall make every effort to allow students to demonstrate knowledge or competency independent of their English language skills. These efforts shall include but not be limited to assessment in the primary language, assessment utilizing ESL methodologies, and non-verbal assessment with multiple varied instruments.

§75.192 Promotion and Course Credit.

(a) Elementary grades. To be promoted from one grade level to the next, a student shall attain for the year an overall average of 70 or above,

which is derived by averaging the final numerical grade for language arts, mathematics, social studies, and science. In addition, a student shall attain an average of 70 or above in language arts and in mathematics. Grades for health, fine arts, and physical education may be determined by local district policy using numerical grades, letter grades, or indications of "excellent," "satisfactory," "unsatisfactory," or "needs improvement" or any combination thereof.

(b) Middle school or junior high school. To be promoted from one grade level to the next, a student shall attain an overall average of 70 or above for the year in all courses taken. In addition, students shall attain an average of 70 or above in three of the following subjects: language arts (including reading improvement, if it is required to be taken), mathematics, social studies, and science. Districts are encouraged not to require a student to repeat any course in which an average of 70 or above was maintained for the year. Campus assignment shall be at the discretion of the district in the event the student neither passes nor fails all courses in the eighth grade.

(c) Grades nine-12. To receive credit for a course, a student must maintain an average of 70 or above. Districts may award credit semester by semester for a full year (one unit) course.

(d) Summer programs.

(1) Each school district may offer a summer program, for whatever length of time necessary, for its students to satisfy the subject or course requirements of any subject or course not successfully completed during the preceding school year in grades one-12. Offering of a summer program is recommended, but is left solely at the option the district.

(2) The parent or guardian of each student who has not successfully completed a subject or course for any semester shall be notified by the school district as soon as practical of the summer program, if any, available which may permit such student to complete successfully the subjects or courses not successfully completed during the regular school term.

§75.193 Grade Level Advancement and Course Credit.

(a) Student academic achievement shall be determined based on degree of mastery of the essential elements as set forth in Subchapter B of this chapter (relating to Essential Elements - Prekindergarten - Grade Six), Subchapter C of this chapter (relating to Essential Elements - Grade Seven - Eight), and Subchapter D of this chapter (relating to Essential Elements - Grades Nine - 12) for the grade level, subject, or course. Each school district shall establish a procedure to ensure that all students, except those handicapped students whose individual education plan (IEP) provides for alternative achievement standards, demonstrate an acceptable level of mastery of the essential elements for a subject or

course sufficient for successful performance at the next subject or grade level as a prerequisite to earning a grade of 70 or above, pursuant to the Texas Education Code, §21.721. The acceptable level of mastery shall be set to ensure that students are challenged for maximum performance.

(b) Variations in procedures and academic achievement level expectation for awarding grades to handicapped students shall be determined by the Admission, Review, and Dismissal committee and included in the student's individual education plan.

§75.194 Encouragement of Students to Take Advanced Courses.

Students in grades nine-12 must satisfy the requirements for graduation as provided in §75.151 of this title (relating to High School Graduation Requirements). School districts may allow any student who wishes to take courses in addition to the 21 units required for graduation or the 22 units required to accomplish the advanced high school program or in addition to higher local graduation requirements to take such courses on a pass/fail basis. Students who have a grade average of 70 or above in such courses shall be awarded credit but, at the student's option, a letter or numerical grade will not be recorded on the transcript or included in the student's total average. The student must declare intent to take such a course on a pass/fail basis on the first day the course meets. These courses shall be excluded in the computation of grade point averages. The purpose of this option is to encourage students to take advanced courses in addition to the total number of units required for graduation.

§75.195 Alternatives to Social Promotion.

(a) Students shall be promoted from one grade to the next on the basis of academic achievement as set forth in §75.193(a) of this title (relating to Grade Level Advancement and Course Credit) and in §75.192 (a) and (b) of this title (relating to Promotion and Course Credit).

(b) Students in grades one-eight who fail to meet the requirements for promotion in subsection (a) of this section shall be retained or provided alternative programs. Districts are encouraged to place students in alternative programs immediately upon ascertaining that such students are performing below a level that will permit them to meet requirements for promotion. Districts are encouraged to provide parents with suggestions for helping students at home. For students retained or placed in alternative programs, district procedures shall include the following components:

(1) assessment of each student's needs;

(2) determination of which alternative program or programs delineated in local school district policies shall be utilized for each student;

(3) notification to the parent of each student being retained or placed in an alternative program of the primary conclusions of the

assessment of such student's needs and the alternative program or programs in which such student is being placed. Such notification may be by registered letter with return receipt requested;

(4) evaluation of each student's progress;

(5) grade report to parent which clearly specifies the functional level of each student; and

(6) provision for student to exit the program when appropriate.

(c) Students who have been retained or placed in alternative programs and who still fall two years or more below grade level in reading or mathematics or both shall be placed in an alternative program providing intensive remediation designed for rapid progress in language arts, reading, and mathematics. Time and subjects requirements as provided in §75.141 of this title (relating to Description of a Well-Balanced Elementary Curriculum) and in §75.142 of this title (relating to Description of a Well-Balanced Secondary Curriculum) may be adjusted for other subjects. School district policies shall include specific criteria for entry into high school courses to ensure that students in need of remedial instruction are placed in appropriate courses and that all students are placed in academically challenging courses.

(d) No student shall be retained more than one time in grades one-four and more than one time in grades five-eight. In exceptional cases, with approval of a committee consisting of at least the student's teacher or teachers and two administrators, one of whom shall be assigned above the campus level, and the permission of the parent, a second retention within either grades one-four or grades five-eight may be allowed.

(e) Districts shall assess the effectiveness of alternative programs provided for each student functioning below grade level. A variety of assessment measures shall be used. Student performance reports shall be reviewed as part of the accreditation process.

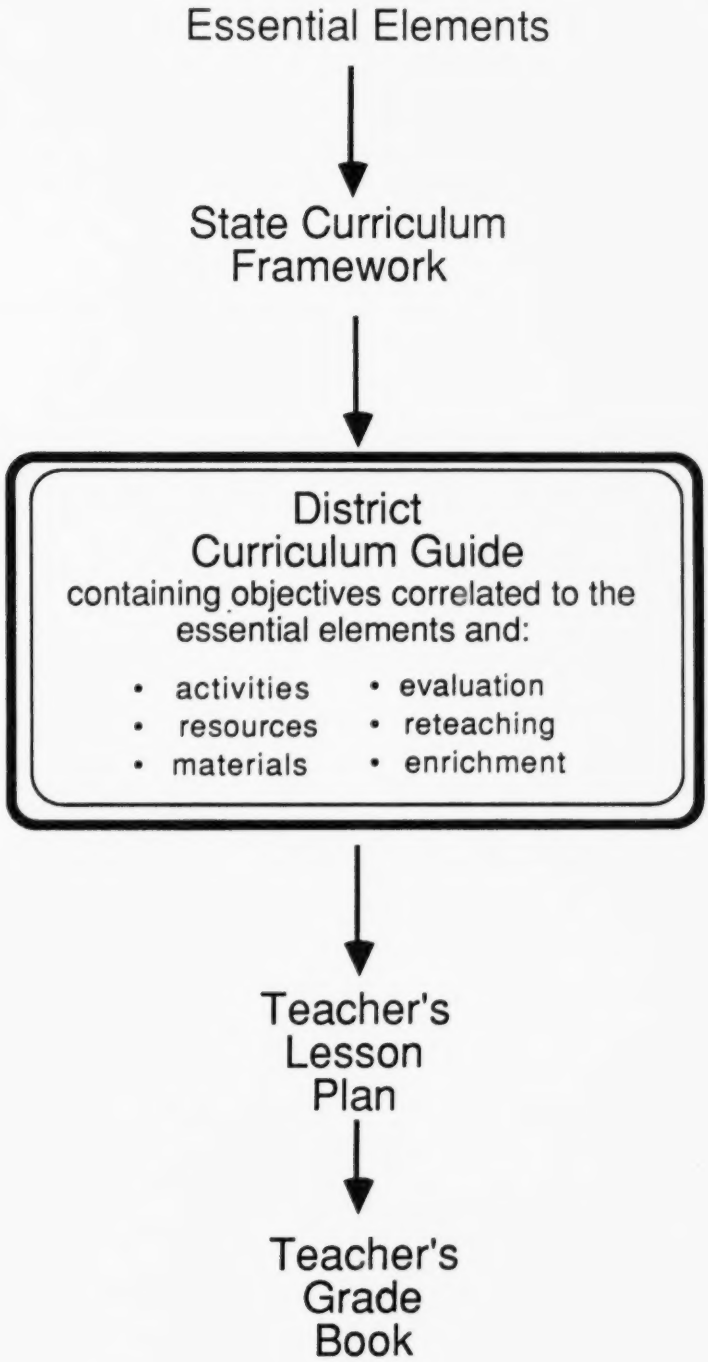
(f) Districts are authorized to use state compensatory education funds to provide for such alternative programs.

Adopted by the State Board of Education, September 1986.

FLOW OF THE ESSENTIAL ELEMENTS

FLOW OF THE ESSENTIAL ELEMENTS FROM THE LAW TO THE CLASSROOM

Title 19 Chapter 75 Texas Administrative Code



ADEQUATE CURRICULUM DOCUMENTS REDUCE PAPERWORK

In addition to the law, the diverse levels of curriculum documents enumerated below trace the direct relationship between material taught and the essential elements mandated in the state curriculum:

- Title 19, Chapter 75 of the Texas Administrative Code from which all state-produced curriculum frameworks are written

- state-produced curriculum frameworks may
  - .. state the philosophy that guides implementation
  - .. include and discuss progression of essential elements taught from grade to grade; show movement of the student through increasingly complex materials
  - .. note special populations modifications
  - .. list and give context for essential elements

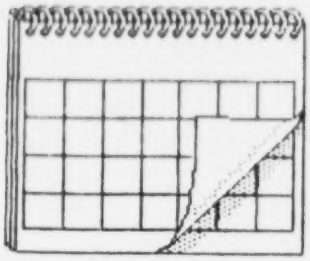
- district-produced curriculum guides may
  - .. provide objectives keyed directly to essential elements
  - .. enumerate appropriate teaching activities and assessment strategies
  - .. give sample lesson plans; list and sequence materials
  - .. reflect locally appropriate ways of achieving goals of content area
  - .. provide enough detail that lesson plans need only refer to the curriculum guide

- teacher-produced daily lesson plans may
  - .. describe how curriculum guide objectives are implemented daily
  - .. refer to topics to be covered, materials needed, activities involved, etc.
  - .. refer to evaluation strategies used
  - .. note adaptations for special populations
- grade books may
  - .. record objectives mastered
  - .. assess need for reteaching and remediation
  - .. guide staff in promotion/retention decisions

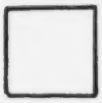
In his letter of June 27, 1986, the Commissioner of Education stated, "No one system or method of documentation is prescribed by the Agency. Much flexibility and local autonomy will be left to local districts as long as that freedom does not result in teachers performing redundant tasks." Although we do not include every variation possible, the different examples included in the pages that follow illustrate that flexibility.

In summary, clarity of direction, usefulness to the teacher, and responsiveness to the needs of individual students as they attempt to master the essential elements are the primary hallmarks of effective documentation.

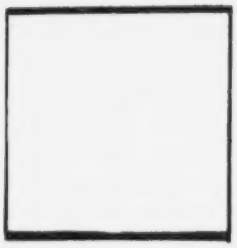
WHAT TYPE OF DOCUMENTING FITS YOUR STYLE?



TINY BLOCKS



MEDIUM-SIZED BLOCKS



EXTRA LARGE BLOCKS

It Doesn't Matter

It doesn't matter what size blocks lesson plan books use.

It doesn't matter if lesson plans use whole sentences.
Or sentence fragments

It doesn't matter if lesson plans are bound in one notebook, in loose leaf, or posted.

Effective lesson plans free the teacher to teach.

EXAMPLES

NOTE OF EXPLANATION

Each of the examples which follows is divided into three basic sections:

1. Excerpts from Curriculum Guides: on sand-colored paper

These excerpts show numerous ways of developing a curriculum guide. Note that where curriculum guides are extensive, teachers' lesson plans may require less paperwork. No one format is effective for all curriculum guides, and these guides are to serve as samples, not models.

2. Lesson Plans: on yellow-colored paper

The sample lesson plans included show great variety. Some are very brief, alluding to detail in district curriculum guides supplied. Other lesson plans are more detailed, showing the teacher's interest in having more specifics available before her or him. Some of the samples show the full lesson cycle; others show only parts as the teacher needs to make reference to them. No one lesson plan is a prescriptive design, but all are presented to illustrate the wide variety of lesson plans that may be found to be effective for different teachers.

3. Sample Grade Books: on green-colored paper

While State Board of Education rule and district policy guide teachers on general grading procedures, a wide variety of individual strategies may be employed within those guidelines. In the following samples, the blocks are somewhat larger than those typically found in teachers' grade books, and other changes of format are apparent. For purposes of clarity, however, these adaptations have been incorporated into the samples to illustrate some of the frequently used methods of recording grades. Some teachers may wish to use checkmarks; others may use abbreviations such as "U" for unsatisfactory, "S" for satisfactory, and "E" for excellent; others may use letter grades; others may wish to use numerical grades or a combination of the above. Effective teachers employ numerous methods of grading which meet their own needs to record what has been taught and their students' needs to demonstrate what has

been mastered. The grading systems here are not prescriptive but are simply samples of types of grading systems various teachers have developed.

The content area and grade level of each example is labeled on the divider page, and the pages of that individual example are numbered consecutively in the upper right hand corner. Bottom center pagination refers to placement in the whole document.

EXAMPLES, PREKINDERGARTEN - GRADE 6

PREKINDERGARTEN

This sample includes a school district curriculum guide which is, though quite detailed, still in draft form. The curriculum guide contains vocabulary to be presented, materials and preparation of materials, procedures to be followed for the lesson, evaluation strategies, reinforcement activities, and learning center activities.

The lesson plan in the teacher's lesson plan book is short, making reference to the curriculum guide.

Procedures are now being developed locally for determining student progress at the prekindergarten level. The example in the grade book is a very simple suggestion of one method of documenting mastery of the objectives presented in the lesson.

Local ISD

PREKINDERGARTEN CURRICULUM GUIDE

Cognition Development

TARGET ESSENTIAL ELEMENT AND SUBELEMENT:

Identifying. The student shall be provided opportunities to:

. match objects in a one-to-one correspondence such as a cup to saucer, napkin to plate (mathematics)

RELATED ESSENTIAL ELEMENTS AND SUBELEMENTS:

It is important to note that target essential elements in a subject area in the prekindergarten classroom cannot be taught in isolation. Related essential elements in the other five areas are implemented throughout every total group activity and in every learning center.

OBJECTIVE:

Given two different sets, the learner will be able to match members of one set to the other set using one-to-one correspondence.

GROUP SIZE: Total group

VOCABULARY:

Teddy bear, hearts, valentines, picnic, flannel board, as many, alike, different

MATERIALS NEEDED:

Teddy bear (stuffed toy), various teacher-selected valentines,

This is a representation of a local school district curriculum guide. It is still in draft form because the prekindergarten program was new with the 1985-86 school year. There were no state adopted materials this school year. The teachers did an outstanding job developing the guide; however, it is still in the process of being refined based on teacher feedback.

BEST COPY AVAILABLE

2

5 teddy bears and 5 hearts that have been prepared for use with the flannel board (see attached pattern), 8 additional sets of bears and hearts for the small group activity.
For the math learning center, two-four small flannel boards (approximately 11" by 14"), the same number of boxes that contain 5 teddy bears and 5 hearts prepared for use with the flannel board (see attached pattern).

PROCEDURE FOR TOTAL GROUP TEACHER DIRECTED ACTIVITY:

(1) The teacher will tell the children that today they will match members from one set with members of another set, one at a time.

(2) The teacher will ask the children to raise their hands if they have ever had a teddy bear (if more appropriate, ask who has seen a picture of a teddy bear or a book about a teddy bear).

(3) Have two or three children share their experiences with a teddy bear.

(4) The teacher will tell the children that we will also work with hearts today. She/he will hold up a heart and several valentines. The teacher and the children will talk about how the heart and the valentines are alike and how they are different.

(5) Attach 5 teddy bears to the flannel board. Have 5 hearts in a small box by the flannel board.

(6) The teacher will ask, "Who can show the class how they will make sure that each teddy bear will have a heart of its own? Ask a child who is willing, to come up to do this.

(7) [illegible] this procedure with at least four or five of the [illegible].

(8) [illegible]ain to the children that they will all have a chance [illegible] work with teddy bears and hearts at the manipulative

center. Tell them that they will also hear a story about bears at the listening center and also hear a song (for example, "The Teddy Bears' Picnic," if available, or any other similar song).

(9) The teacher will explain the activities at the other learning centers.

EVALUATION:

The teacher will attach five hearts to the flannel board and have 5 teddy bears in a small box by the flannel board. Have a child who is willing, to make sure that each heart has a teddy bear of its own. The teacher may ask questions such as, "Tell me what you did to make sure that there was a teddy bear for each heart?," "Why didn't we have any teddy bears left over?," Why didn't we have any hearts left over?"

REINFORCEMENT ACTIVITIES:

SMALL GROUP ACTIVITY:

This small group reinforcement activity is the reteaching part of this lesson for the children who did not master the objective for this lesson. After checking for knowledge and comprehension, the teacher is to select the children he or she believes need the following reteaching activity:

(1) State the objective again.

(2) The teacher will give each child his or her own box of teddy bears and hearts.

(3) The teacher will instruct each child to lay out the teddy bears.

(4) The teacher will have each child make sure that each teddy bear has a heart (using one-to-one correspondence).

(5) Repeat this procedure until the teacher is sure that each child has mastered the objective.

EVAULATION:

Same as for total group activity

LEARNING CENTER ACTIVITIES:

Math Center:

The teacher is to set up two-four small flannel boards with the same number of boxes that contain five bears and five hearts. The children are to experiment with the bears and the hearts to match them using one-to-one correspondence.

Art Center:

Easels: The children will have an opportunity to do a painting about the story or song they heard at the listening center or anything related to the total group activity experience.

Art Center Table: The children will have an opportunity to draw a bear, cut it out and glue small pieces of yarn (teacher-prepared) all over, for fur. They may also use small scraps of felt and/or fabric, buttons and other such materials for eyes, nose, mouth, paws, and other decorations.

Library Center:

The children will have an opportunity to "read" teacher-selected books about bears, for example, "The Three Bears."

Listening Center:

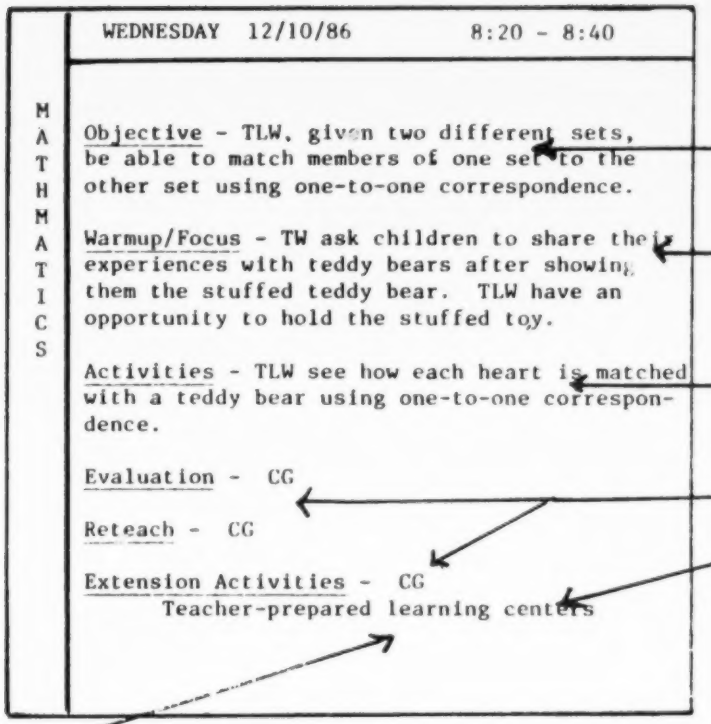
The children will have an opportunity to listen to a teacher-produced or commercially produced story about bears, for example, "The Three Bears," "The Teddy Bears Picnic," or any other song about bears.

Other Centers:

The teacher may set up materials related to the concept taught during the total group activity at the other centers in the classroom. For example, the teacher may set up the Home Living and Creative Dramatics Center as the home of the three bears. The children will have an opportunity to dramatize the story of "The Three Bears." The teacher may provide the following items: big, medium size, and little bowls and spoons; appropriate clothing for the three bears--hats, ties, apron, shoes--, large puppet cards of the three bears and the rest can be provided by the children's imagination!

EVALUATION:

As the children work at the different centers, the teacher may ask questions such as: "Tell me how you made it so that each teddy bear had its own heart?", "How are hearts and valentines alike?" "How are they different?", "If you painted two bears, what would you do to make sure each one had a heart of its own?"


MATHMATICS
WEDNESDAY 12/10/86 8:20 - 8:40
Objective - TLW, given two different sets, be able to match members of one set to the other set using one-to-one correspondence.
Warmup/Focus - TW ask children to share their experiences with teddy bears after showing them the stuffed teddy bear. TLW have an opportunity to hold the stuffed toy.
Activities - TLW see how each heart is matched with a teddy bear using one-to-one correspondence.
Evaluation - CG
Reteach - CG
Extension Activities - CG
Teacher-prepared learning centers

TLW = The learner will

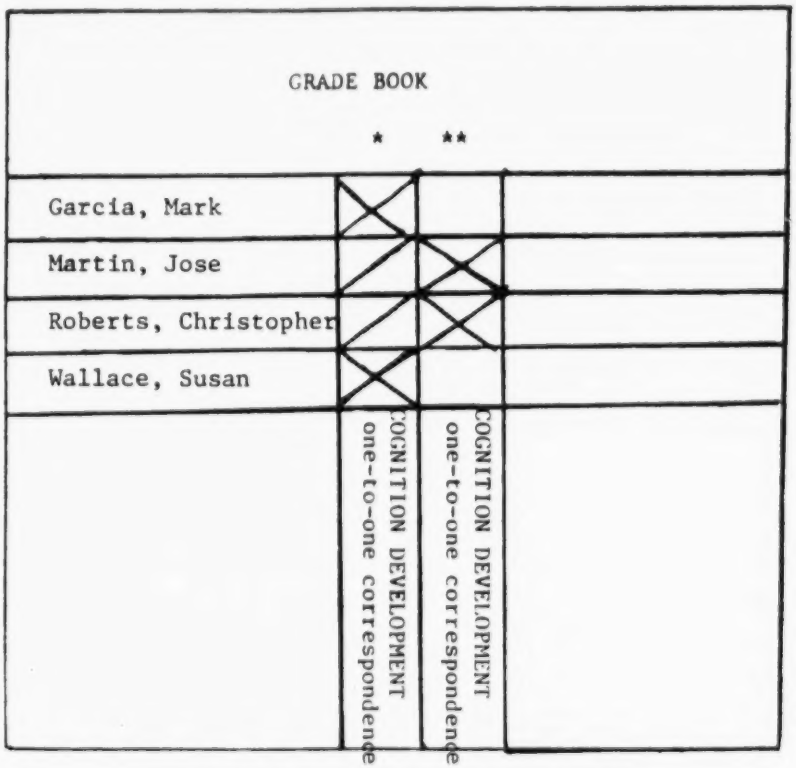
TW - Teacher will

TLW = The learners will

CG = Curriculum Guide

The establishment of learning centers is an effective way to organize the classroom for concrete experiences. The total group, teacher-directed lesson is to be reinforced at the various learning centers in the classroom. It is possible for many essential elements in the subject areas to be implemented at a specific learning center. In the learning center, the teacher creates conditions which motivate positive responses to learning. Each learning center is dependent on the teacher for its existence. With the teacher's careful planning and preparation of materials, the center will be attractive to and appropriate for the children.

A learning center is an area in the classroom that contains a collection of manipulative materials and equipment. These are chosen to teach, reinforce, and/or enrich a skill or concept related to the essential elements of instruction for prekindergarten. Some centers may simply allow the children to explore and discover by themselves. For example, rocks, shells, insects and small animals in the science center can be handled, examined, and evaluated without specific direction by the teacher.



* LARGE GROUP TEACHER DIRECTED ACTIVITY

** RETEACH ACTIVITY

/ = OBJECTIVE PRESENTED X = OBJECTIVE MASTERED

KINDERGARTEN

SCIENCE

The curriculum guide presented here, still in draft form, is quite detailed in vocabulary presented, materials and preparation of materials, and learning center activities.

The lesson plan in the teacher's lesson plan book is short, making reference to the local district curriculum guide.

Local school districts are to develop procedures for determining student progress at the kindergarten level. The examples from the grade book are very simple suggestions of the methods of documenting mastery of the objective presented in the lesson.

Local ISD
KINDERGARTEN CURRICULUM GUIDE

SCIENCE

TARGET ESSENTIAL ELEMENT AND SUBELEMENTS:

Manipulative laboratory skills. The student shall be provided opportunities to:
. use comparators: sink/float; and
. practice safety.

RELATED ESSENTIAL ELEMENTS AND SUBELEMENTS:

It is important to note that target essential elements in a subject area in the kindergarten classroom cannot be taught in isolation. Related essential elements in at least six of the other subject areas are implemented throughout every total group activity and in every learning center.

OBJECTIVE

The learner will "test" objects to see if they will sink or float and will "record" his or her findings on a teacher-prepared copy of the black-line master.

VOCABULARY:

Sink, float, guess, predict, cork, rock, small, large, pencil, bark(from a tree), quarter (money), and names of other objects to be tested; swimming pool, raft, inner tube, heavy, light and other vocabulary related to this concept with which the children may not be familiar.

PREREQUISITE SKILL:

Distinguish initial consonant sound of letter "s" and initial consonant blend, "fl".

This is a representation of a local school district curriculum guide. The school district is still in the process of refining the guide based on teacher feedback.

2

MATERIALS NEEDED:

Two large clear containers, water pitcher full of water, many objects to test--cork, rock, bark, small pencil, small toy (with duplicates), large spoons to retrieve objects from water, about 16 large paper cups, (for small group activity), poster board with reproduction of drawing on black line master, copies of the black line master, crayons. A duplicate set of these materials for science center is needed.

PREPARATION OF MATERIALS:

Reproduce the attached diagram on a large piece of poster board and crease along the black line in the center. Duplicate enough copies of the attached diagram so that there will be at least two copies for each child. For the science center, two containers with water are to be set up to correspond with the other prepared large poster board. This large poster board is to be creased in half with the word "sink" and a picture of objects at the bottom of the sea on one half and on the other half, the word "float" and things floating on top of water.

PROCEDURE FOR TOTAL GROUP TEACHER DIRECTED ACTIVITY:

(1) Tell the children that today, we are going to talk about what it means when something sinks or floats by testing objects and that we will "record" what we find out.

(2) Call their attention to the two diagrams and the words at the top of each diagram. The word "sink" begins with the letter "s" and has the following sound: "s-s-s-s". The word that says float, begins with the letters "fl" and says, "fl-fl-fl-fl".

(3) Have the children talk about their experiences with water in a swimming pool, lake, beach, for example. (Discuss words "sink" and float" when appropriate).

(4) Place one container with water by the diagram with the word "sink" and one by the word "float".

(5) Ask some of the children, one at a time, to test objects from the box that contains the objects that are to be tested to see if they float or sink. Suggest that the children predict whether an object will float or if it will sink.

(6) Ask the children to tell you and the rest of the class how many objects did sink and how many objects did float.

(7) Tell the children that they will all be able to test objects at the science center during the learning center time and will record their findings on a copy of the black-line master. Show a copy of the black-line master to the children.

EVALUATION: The teacher will check for knowledge and comprehension by asking questions such as: "Do you think this object will sink?," "Do you think this object will float?," "What object did you test sank to the bottom of the container?," "What object did you test floated on the water? "Why do you think the rock went to the bottom of the container?," "Why do you think the cork floated on top of the water?"

REINFORCEMENT ACTIVITIES:

SMALL GROUP ACTIVITY:

This reinforcement activity is the reteaching part of this lesson for the children who did not master the objective for the target essential element and subelements. After checking for knowledge and comprehension, the teacher is to select the children he or she believes need the following reteaching activity:

(1) State the objective again.

(2) Make sure that each child has his or her own two cups of water, and a copy of the black-line master.

(3) Have each child select several objects to test from the box that contains many teacher-selected objects for this specific purpose.

(4) Have each child predict (to everyone in the small group) whether the objects (selected one at a time) will sink or float.

4

(5) Repeat steps 3 and 4 at least three times.

(6) Have the children draw a picture of the objects that sank on the black line master and draw a picture of the objects that did not sink on the black line master.

EVALUATION: Same as for the total group activity.

LEARNING CENTER ACTIVITIES:

Science Center:

Set up the "sink/float" poster, two containers 1/2 full of water, a box of teacher-selected objects to test, large spoons, copies of the "sink/float" black line master, and boxes of crayons at the science center. The children are to "test" the items in the box and "record" their work by drawing their observations on copies of the black line master. The teacher is to check the children's work and help the children correct any incorrect work.

Art Center:

Easels--The children will have an opportunity to do a painting about what they learned during the total group activity or during the small group activity. They may also paint about the work they did at the science center.

Library Center:

The children will have an opportunity to "read" teacher-selected books appropriate for young children that relate to the concept taught in the large group lesson.

The children will have an opportunity to listen to teacher-selected materials appropriate for young children that relate to the concept taught in the large group lesson (commercially produced or teacher-produced).

5

Other Centers:

The teacher may set up materials related to the concept taught during the total group activity at other centers in the classroom; for example, the children at the English language arts center may match small picture cards that have objects that begin with "s" or "fl" with large cards that have the initial consonant "s" or consonant blend "fl" printed on each card (one of the cards might have a picture of a damaged ship at the bottom of the sea for "sink" and a picture on an other card of a child on a raft floating on the water).

EVALUATION:

As the children work at the different centers, the teacher may ask the children questions such as:

- What object did you test that did sink to the bottom of the container?
- What object did you test that did float on the water?
- Can you show me how an object floats on the water?
- Can you show me a book that shows something or someone floating on water?

15.

SCIENCE

WEDNESDAY 12/10/86 8:20 - 8:40

Objective - TLW "test" objects to see if they will sink or float and will "record" findings on a copy of the black-line master.

Warmup/Focus - TW ask children to share their experiences with water--in a swimming pool, lake, beach or bathtub.

Activities - TW ask several children (one at a time) to test objects and findings will be recorded on copies of black-line master.

Evaluation - CG

Reteach - CG

Extension Activities - CG
Teacher-prepared learning centers

TLW = The learner will

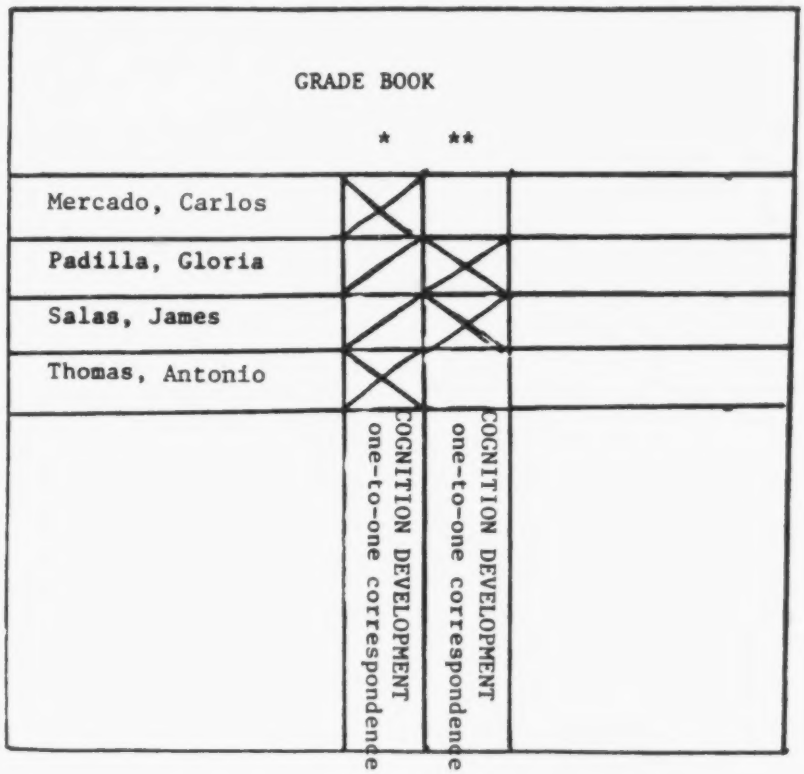
TW = Teacher will

CG = Curriculum Guide

The establishment of learning centers is an effective way to organize the classroom for concrete experiences. The total group, teacher-directed lesson is to be reinforced at the various learning centers in the classroom. It is possible for many essential elements in the subject areas to be implemented at a specific learning center. In the learning center, the teacher creates conditions which motivate positive responses to learning. Each learning center is dependent on the teacher for its existence. With the teacher's careful planning and preparation of materials, the center will be attractive to and appropriate for the children.

A learning center is an area in the classroom that contains a collection of manipulative materials and equipment. These are chosen to teach, reinforce, and/or enrich a skill or concept related to the essential elements of instruction for kindergarten. Some centers may simply allow the children to explore and discover by themselves. For example, rocks, shells, insects and small animals in the science center can be handled, examined, and evaluated without specific direction by the teacher.

Option #1



* LARGE GROUP TEACHER DIRECTED ACTIVITY
** RETEACH ACTIVITY

OBJECTIVE PRESENTED

OBJECTIVE MASTERED

Option #2

GRADE BOOK

	*	**	
Mercado, Carlos	S		
Padilla, Gloria	S		
Salas, James	U	S	
Thomas, Antonio	S		
	SCIENCE: M. L. S.--comparators: sink/float	SCIENCE: M. L. S.--comparators: sink/float	

* LARGE GROUP TEACHER DIRECTED ACTIVITY
** RETEACH ACTIVITY

U=OBJECTIVE PRESENTED BUT NOT MASTERED (unsatisfactory)

S=OBJECTIVE MASTERED (satisfactory)

KINDERGARTEN

THEATRE

This sample lesson plan unit contains three sections:

- Curriculum Guide Objectives include "The Three Billy Goats Gruff," one of a series of detailed lessons on creative dramatization which includes all aspects of the lesson cycle.

- Daily Lesson Plan which shows how the lesson has been divided over a three-day period. Notations are brief since details are included in the curriculum guide.

- Grade Book Chart which provides one means of assessing student progress in creative drama. The teacher must determine which observable behaviors are relevant for this particular lesson. Numbers are used as shorthand for word grades ranging from "excellent" to "unsatisfactory."

THEATRE ARTS CURRICULUM GUIDE

Kindergarten

Lesson Title

CREATIVE DRAMATIZATION # 12: THE THREE BILLY GOATS GRUFF

Essential Elements

_X_ Expressive use of the body and voice
_X_ Creative drama
____ Aesthetic growth through appreciation of theatrical events

Objectives

The learner will:

- Participate in the creative dramatization of a story.
- Work cooperatively with others to solve the dramatic problem in the story.
- Improvise dialogue during the story dramatization.
- Discuss the idea of why a character may be considered to be a "villain."

Preparation & Materials

Space

Clear space.

Equipment

Table to be used as the bridge.

Music

Peer Gynt ("Morning Song" for goats during feeding, "Hall of the Mountain King" for Troll)by Edvard Grieg

Session length

60 minutes

Warmup & Motivation

- Discuss how we sometimes wish we could be someplace else (a friend's house, at the playground, Disneyland, etc.)
- Ask the players to pantomime a place they would like to be and what they would be doing at that place.

Presentation of Story

Tell the story of The Three Billy Goats Gruff.

Discuss the story and plan the playing.

- Have the students pantomime goats moving, eating grass, etc. Then have players, in pantomime, create the physical shape and movements of the troll.
- Review the sequence of action in the story.
- Discuss alternative endings to the story. Ask players for ideas on how the goats could outwit the troll without using physical force. Plan to use one of the ideas as an alternative ending to the playing.

Preparation for Playing

Class division

- The children will be cast in three groups -- one for each billy goat.

Role of leader

- The leader will assume the role of the troll.

Playing

One group of billy goats at a time will approach the bridge. The leader interacts with the group using dialogue. When the third billy goat approaches the bridge, the alternative ending selected for the story is utilized.

Evaluation of Playing

Discuss the playing.

- Reinforce positive aspects of behavior during the playing.
- Emphasize the use of dialogue from the students.
- Discuss the billy goat characters that were created and the action with the troll.
- Discuss the character of the troll and possible reasons for his/her behavior.
- Discuss other possible alternative endings to the story.

Replaying

- Recast and replay the story with a different ending, if time is available.

Closing Activity

- Have the students draw a picture illustrating a scene that they have played in the story.

NOTE: The "evaluation of playing" and the "replaying" provide for both reteaching and extension.

DAILY LESSON PLAN

KINDERGARTEN		THEATRE ARTS
MONDAY	**11/3/86**	**10:00-10:20**

THE THREE BILLY GOATS GRUFF

See Creative Dramatization #12 in curriculum guide for details.

- Conduct warmup & motivation activities
- Tell the story of The Three Billy Goats Gruff
- Have the students pantomime being goats and the troll.

TUESDAY	**11/4/86**	**10:00-10:20**

continue with THE THREE BILLY GOATS GRUFF lesson

- Review the action in the story
- Discuss alternative endings to the story
- Play out the story
- Evaluate the playing.

WEDNESDAY	**11/5/86**	**10:00-10:20**

continue with THE THREE BILLY GOATS GRUFF lesson

- Review the previous day's playing of the story.
- Discuss the characters and other possible alternative endings.
- Recast and replay the story with different ending(s).

NOTE:

- The 60 minute lesson has been divided into three sections.
- Details about the lesson (essential elements, objectives, motivation, details of activity, etc.) are contained in the curriculum guide.

GRADING STRATEGIES

date 10/2/86 **students**

lesson title
THE THREE BILLY GOATS GRUFF

CREATIVE DRAMA BEHAVIORS	Richard Crane	Melinda Grant	Nancy Turner	
CONCENTRATION				
follows directions	1	3	2	
sustains involvement in activity	2	2	2	
IMAGINATION				
reacts spontaneously	NA			
solves problems creatively	NA			
incorporates imaginative detail	NA			
COOPERATIVE INTERACTION				
contributes to group effort	1	3	2	
listens courteously to others	1	4	2	
takes turns	1	4	2	
assumes role of leader	NA			
accepts group decisions	1	3	3	
NONVERBAL EXPRESSION				
uses appropriate gestures	NA			
uses appropriate movement	2	2	1	
VERBAL EXPRESSION				
speaks clearly	NA			
speaks expressively	NA			
improvises dialogue	2	2	2	
EVALUATION and CRITICAL ANALYSIS				
makes constructive contributions to discussion and evaluations	1	4	2	
incorporates improvements into playing	1	3	2	
ATTITUDE				
cooperative, involved	X			
shy, inhibited			X	
disruptive, hostile		X		

1 = excellent, 2 = satisfactory, 3 = needs improvement, 4 = unsatisfactory, NA = non-applicable

NOTE: Depending on the nature of the lesson, the teacher can select a few creative drama behaviors to evaluate. Not every student has to be evaluated in every lesson. A composite of such assessments can be used to determine six-weeks summative grades of "excellent, satisfactory, needs improvement, or unsatisfactory."

SOCIAL STUDIES

GRADE 1

MODIFIED FOR

SPECIAL EDUCATION

The sample lesson from the district curriculum guide is a very detailed, developmental sequence of activities which addresses most of the criteria necessary to teach the concept. Therefore, the lesson in the daily plan book is brief and simply serves as an aid to the teacher in referencing the necessary instructions in the guide.

Documentation of mastery is through observation during the lesson, completion of an independent class assignment, and homework. The teacher also chooses which evaluation procedures are appropriate for the students, including those with identified needs.

The learner will...

SOCIAL STUDIES

DISTRICT CURRICULUM GUIDE

Essential Element: The American Economic System

GRADE: 1

Subelement: Understand the concept of scarcity

Objective(s): TLW be able to define and give one example of scarcity.

Understanding: Wants are usually greater than the resources available to satisfy these wants

Time: Approximately 1-2 days

Suggested Teaching Activities

	Material
1. Have Choose 3 students to come to the front in a role playing situation. This may go something such as following: "Suppose you went to the mall and saw a sign that said "Free Candy" (or anything of interest to class). You got in line for your piece and 1st friend gets some, 2nd friend gets some, and 3rd friend reaches in the bag and there's no more candy. What happened?" There was not enough candy for everyone who wanted some.	candy, sack, sign
2. Use overhead transparency with definition of scarcity . Not enough of something . People wanting more then they can have	overhead - transparency
3. Continue to give more examples of scarcity using real things. i.e., Cabbage Patch dolls, baseball caps, colored markers, paper towels and create more short scenarios. Ask: "What was there a scarcity of?"	Cabbage Patch doll markers paper towels baseball caps
4. Tell Nursery Rhyme "Old Mother Hubbard" What was there a scarcity of? (bones)	
5. Use more examples with non-concrete items such as time, love, attention as examples of scarcity.	
6. Use overhead transparency with examples drawn. (1 dog, 1 bone; 2 girls 1 ice cream cone; 3 children, 2 balloons, etc.) Have children signal with thumbs up if it's scarcity, thumbs down if it's not an example of scarcity.	Transparency
7. [illegible] and tell their partner about a situation where [illegible] couldn't have it. Tell why they couldn't. What was there a [illegible] several children share their stories.	

Suggested Teaching Activities, Continued:	materials
8. Have students write a story or draw a picture about scarcity. It can be a real life experience or imaginary. Talk about some possible situations before students begi[illegible] friends and 2 popcicles; 1 bicycle, 2 children.	paper, pencil, colors
9. Tell what m[illegible] to solve a problem of scarcity of water, gasoline, etc.	
10. Suggested [illegible] Pass out pieces of candy, gum, pencils or [illegible] that everyone has one. Ask "Is this	candy or gum or pencil

Note: [illegible] suggested teaching activities those that will be used for example: [illegible] dent practice, and closure.

Evaluation:

1. Have students identify on a [illegible]-made test those situations that illustrate scarcity.
2. Have students write a [illegible] a picture, tell about an example of scarcity.

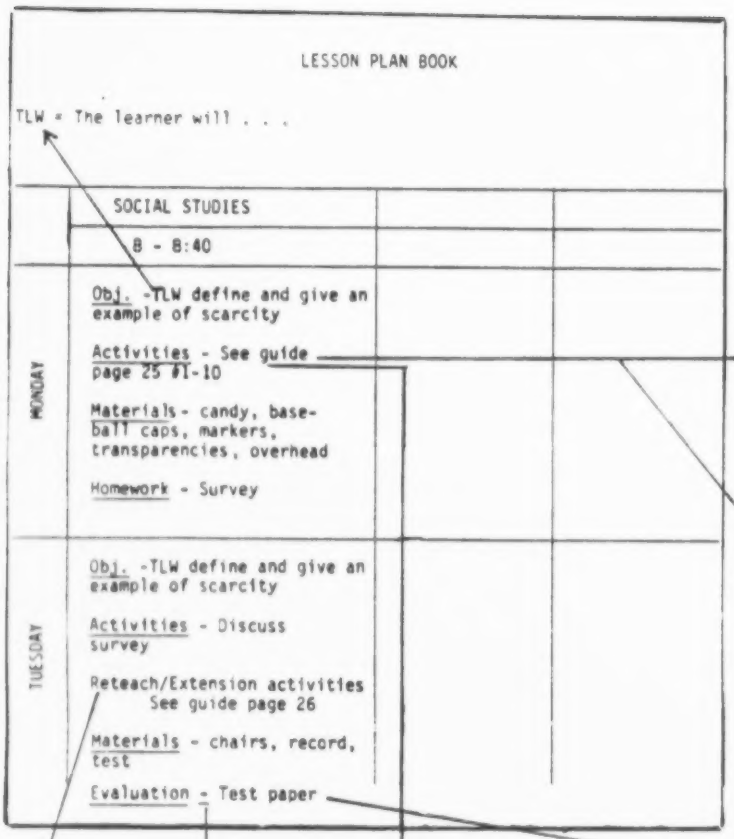
Extending/reteaching activities:

Extension of the activity:
[illegible] about someone who was never satisfied. Every time the person [illegible] more.

Reteaching: [illegible] the idea that more people need a chair then there are [illegible] 1.

Homework - Survey people at home or school concerning things they would like to have. Ask what keeps them from having all they want.

P.26


LESSON PLAN BOOK
TLW = The learner will . . .
SOCIAL STUDIES
8 - 8:40
MONDAY
Obj. -TLW define and give an example of scarcity
Activities - See guide page 25 #1-10
Materials - candy, baseball caps, markers, transparencies, overhead
Homework - Survey
TUESDAY
Obj. -TLW define and give an example of scarcity
Activities - Discuss survey
Reteach/Extension activities See guide page 26
Materials - chairs, record, test
Evaluation - Test paper

See curriculum guide

As stated on the IEP, the student named Cooper will have trouble with overhead activities. Be sure to use activities #3, 7, or 9 with him.

Cooper also has problems with directionality. On activity #6, have class raise hands for student response instead of using thumbs up or thumbs down.

See Curriculum Guide

Evaluation will be informal during activities.

Evaluation for Cooper will be through drawing or telling as indicated on the IEP. See evaluation suggestion #2 in the guide.

Details of evaluation outlined in curriculum guide; no additional detail necessary.

GRADE BOOK

Name	Class Participation	Story or picture on Scarcity	Homework Survey	Test Scarcity	
Adams, J.	√–	S	✓	80	
Bell, A.	✓	S+	✓	80	
Cooper, J.	✓	S	O	90	
Davis, J.	✓	S+	✓	100	
Elliott, T.	√+	E	✓	100	

Teacher observes classroom participation

Documentation of homework assignment

Numerical grade for reporting purposes

Grading Guide

U = Unsatisfactory work
S = Norm; satisfactory work
S+ = Above satisfactory work
E = Excellent

Letters and checks used if numerical grade close to a cut-off score, to swing grade up or down.

Social Studies

First Grade

6 wks. from 9/87 to

EXACT REPLICA OF A GRADE BOOK

	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M
Abramson, Caleb		58	100			90	100									
Bell, Terrell		80	90			90	100									
Camus, Albert		92	95			100	100									
Dill, Isaac		95	95			90	100									
Everett, R.J.		75	50			100	100									
Farmer, Roger		82	75			100	100									
Garrett, Williamina		91	85			90	100									
Hall, Mindy		75	50			90	100									
Ilbramson, Jake		71	90			90	100									
James, Theresa		82	80			90	100									
Kermit, T.F.		93	95			90	100									
Long, Patricia		76	55			90	100									
Merritt, Justin		94	95			100	100									
Nolan, Forrest		92	90			100	100									
Olstein, Meira		91	90			100	100									
Paullisen, Margy		93	50			90	100									
Rollins, Heather		55	90			100	100									
Rutgers, Delia		72	70			80	100									
Stephanos, Ivan		78	85			90	100									
Stuliano, Pete		86	50			100	100									
Trevino, Maria		94	95			90	100									
Treuton, Studs		91	70			100	100									
Victory, L.C.		95	85			100	100									
Wagner, Bob		89	90			100	100									
Wilens, Laurene		76	80			100	100									
Yeazell, Gene		55	80			100	100									
Young, Robin		78	85			90	100									
Zavala, Elvira		91	90			100	100									
Zayas, Laura		90	95			100	100									

Scarcity: Story/Picture

Homework: Survey

Story/Skit/Song

TEST: Scarcity

KEY

90-100 = A
80- 89 = B
75- 79 = C
70- 74 = D

69-below = actual number grade earned. A school district may, at its discretion, record a 50 for any numerical grade earned that is lower than 50.

MATHEMATICS

GRADE 1

This first grade curriculum guide is very detailed and includes the essential elements, objectives, two or three activities for each objective and an evaluation. Since the curriculum guide is highly specific, less information is needed for this lesson plan. As shown in this example, four objectives are clustered together and one grade is recorded in the grade book for these four objectives. Individual record sheets are also kept on individual students. These record sheets include a list of the essential elements and a place to mark a "/" if the essential element was taught and an "X" if the essential element was mastered. Such record sheets go somewhat beyond minimum requirements, but reflect a district commitment to a management system.

CURRICULUM GUIDE

First Grade Mathematics

Essential element 1. Concepts and skills associated with the understanding of numbers (whole, integer, and nonegative rational) and the place-value system.

(A) acquire number concepts through:
(i) counting (objects)

Objective 1: The child will be able to count to find out how many in a set of no more than 20 objects.

Typically, there are at least two activities listed for each objective along with an evaluation. Often there is more than one objective listed under each subelement.

(B) use tens and ones to show place value

Objective 5: The child will be able to group no more than 99 objects using the standard name.

Activity a: Give each child no more than 99 objects, perhaps straws with rubber bands for bundling. Say, "See how many sets of ten straws you can make and then tell me how many straws you have by telling me how many sets of ten and left over or extra straws you have."

Activity b: Repeat Activity "a" using 78 linking blocks and continue saying "You're right, you have 7 sets of ten and 8 leftover straws, we can say that you have seventy-eight blocks. Seven sets of ten, that's seventy and eight more, that makes seventy-eight blocks."

Activity c: Give each child no more than 99 linking blocks, say, "Show me sixty-three linking blocks. How do you know that is sixty-three blocks?"

Evaluation: Show no more than 99 objects, 84 linking blocks, for example. Ask the child to put the blocks into sets of ten and tell you how many blocks he/she has. The child should make sets of tens and say, "I have eighty-four blocks."

Objective 6: The child will be able to read numerals from 0 to 99 and tell what each digit stands for.

Activity a: Give each child no more than 99 objects, for example, 45 geoboard pegs with rubber bands. Ask the children to put the pegs into sets of ten and one and tell you how many pegs they have. Provide a two placed grid marked 10's 1's. Tell the children that you don't want to forget how many each child has; so, as each tells you how many he/she has, forty-three, for example, you will write 4 in the tens place and 3 in the ones place. Do the recording...

This same sequence will continue with objectives and evaluations for each essential element throughout the curriculum guide.

GRADE 1 LESSON PLAN

I. (Obj. 5-8) Use tens and ones

II. Materials

99 straws and rubber bands
99 linking blocks
99 geoboard pegs
2-place grid, marked 10's and 1's
10 by 10 square grid
These materials are for each child.

III. Activities and Evaluations for Obj. 5-8

IV. Practice
See Teacher Workbook pages 25-30.

V. Enrichment/Reteaching
See Teacher Activity Packet #1-15.

Four objectives are to be taught - see curriculum guide.

See curriculum guide - activities and evaluations are detailed in curriculum guide.

From district developed resource packets

While this lesson plan includes the parts of the lesson cycle, it is not always necessary to list practice and enrichment/reteaching.

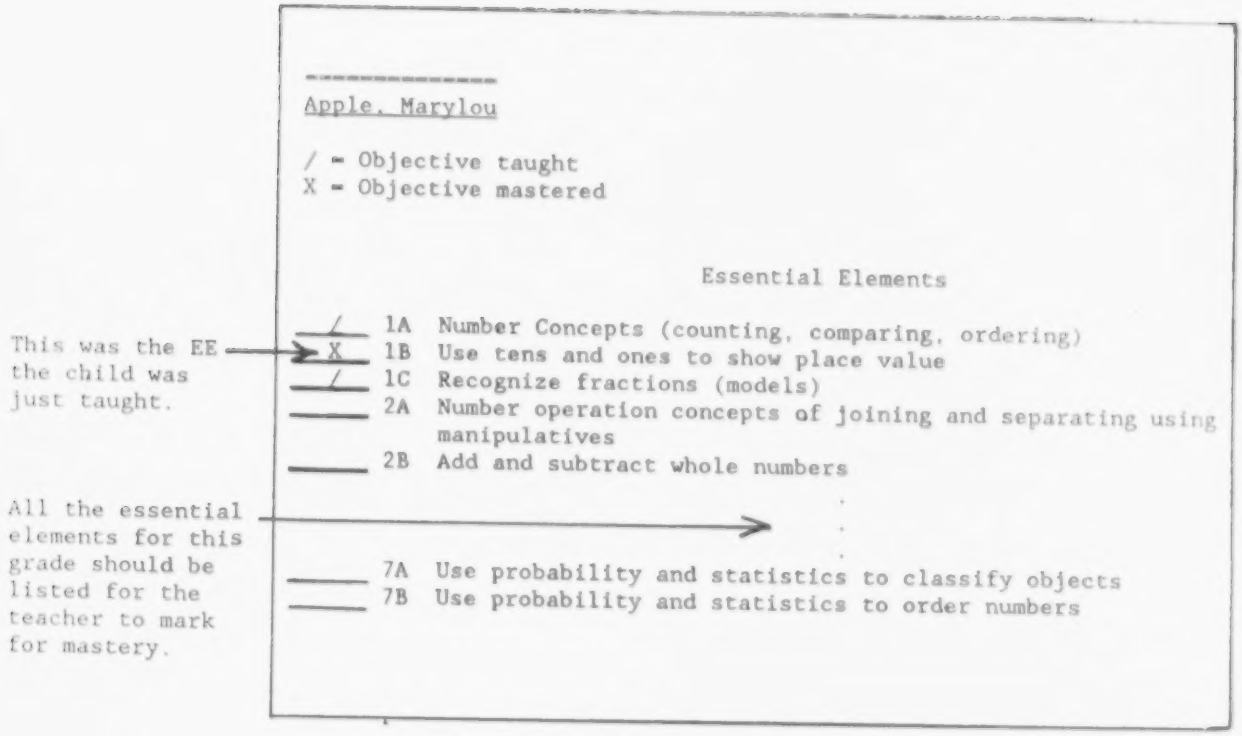
GRADE BOOK - GRADE 1

	Use tens and ones to show place value	Recognize fractions (models)
	Obj. 5-8	Obj. 9-12
1. Apple, Marylou	80	
2. Brown, Sonny	90	
3. Thomas, Fran	58*	

*This child should have remediation on Objectives 5-8.

The mastery records on individual students are kept on individual record sheets.

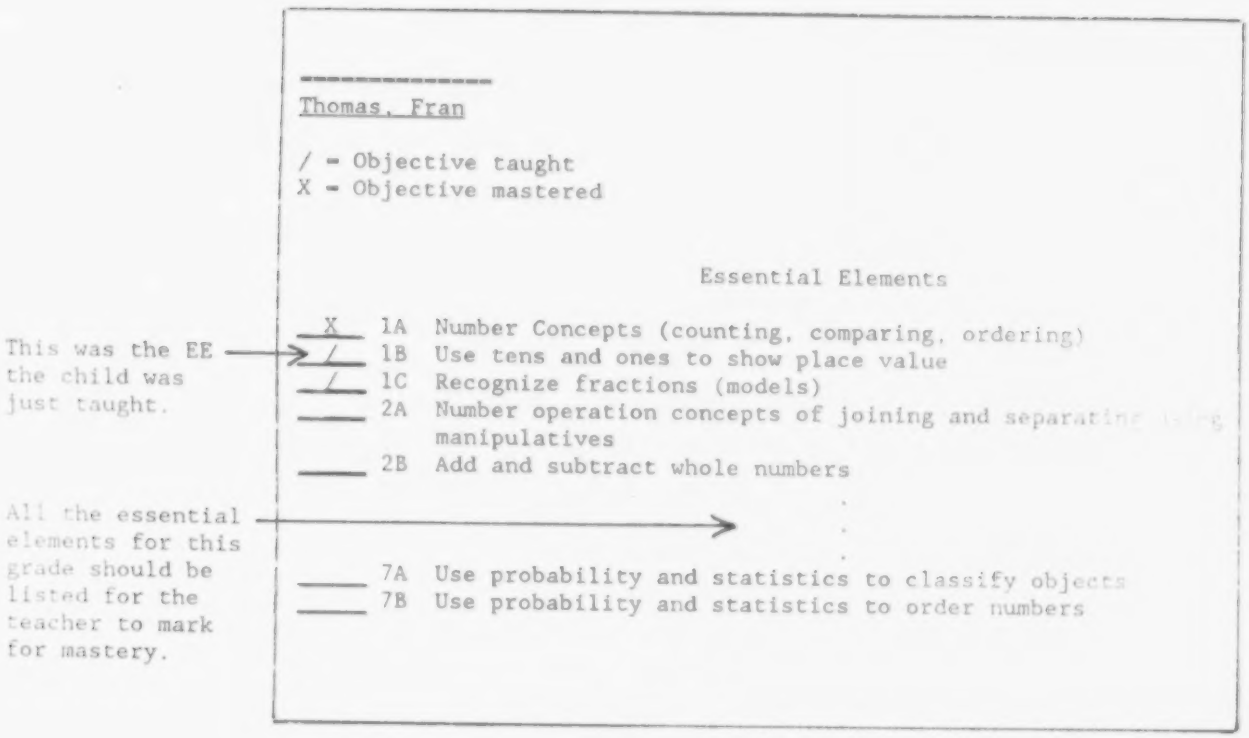
Individual Student Records - Grade 1


Apple, Marylou
/ = Objective taught
X = Objective mastered
Essential Elements
/ 1A Number Concepts (counting, comparing, ordering)
X 1B Use tens and ones to show place value
/ 1C Recognize fractions (models)
2A Number operation concepts of joining and separating using manipulatives
2B Add and subtract whole numbers
7A Use probability and statistics to classify objects
7B Use probability and statistics to order numbers
This was the EE the child was just taught.
All the essential elements for this grade should be listed for the teacher to mark for mastery.

This child mastered the essential element just taught, but she needs remediation in essential elements 1A and 1C.

The district has developed a system for monitoring mastery which involves teaching and recording a small cluster of related objectives together. For this grade level, the teacher determined that the essential elements provide an appropriate method for grouping specific objectives. These record sheets provide useful information in greater detail than is required since the same data is recorded for the whole class in the grade book. The district has made a commitment to this system by providing clerical assistance in maintaining records. These individual records can be passed on to the next teacher for grouping or other instructional purposes.

Individual Student Records - Grade 1


Thomas, Fran
/ = Objective taught
X = Objective mastered
Essential Elements
X 1A Number Concepts (counting, comparing, ordering)
/ 1B Use tens and ones to show place value
/ 1C Recognize fractions (models)
2A Number operation concepts of joining and separating using manipulatives
2B Add and subtract whole numbers
7A Use probability and statistics to classify objects
7B Use probability and statistics to order numbers
This was the EE the child was just taught.
All the essential elements for this grade should be listed for the teacher to mark for mastery.

This child needs reteaching for essential elements 1B and 1C.9

The district has developed a system for monitoring mastery which involves teaching and recording a small cluster of related objectives together. For this grade level, the teacher determined that the essential elements provide an appropriate method for grouping specific objectives. These record sheets provide useful information in greater detail than is required since the same data is recorded for the whole class in the grade book. The district has made a commitment to this system by providing clerical assistance in maintaining records. These individual records can be passed on to the next teacher for grouping or other instructional purposes.

ART

GRADE 2

This lesson plan unit contains a comprehensive curriculum guide in which art concepts and skills identified in the essential elements are integrated into one teaching/learning unit.

Therefore, daily lesson plans are brief and contain only those notations the teacher feels will directly aid in effective classroom instruction.

Both formal and informal assessment measures are used in this sample for recording individual student progress toward mastery of the essential elements identified in this unit.

SAMPLE EXCERPT FROM DISTRICT CURRICULUM GUIDE

Art, Grade 2

ESSENTIAL ELEMENTS

1. Awareness and sensitivity to natural and man-made environments
2. Inventive and imaginative expression through art materials and tools
3. Understanding and appreciation of self and others through art culture and heritage
4. Aesthetic growth through visual discrimination and judgment

SUBELEMENTS

1. Discover line, color, shape, and texture by seeing and feeling objects
2. Understand formal structure including unity
3. Express individual ideas, thoughts, and feelings in simple media including painting
4. Look at and talk about contemporary and past artworks including primary sources and art visuals
5. Explore artwork of students
6. Apply art knowledge and judgment through personal choices

OBJECTIVES

1. The student will examine and describe visual and tactile characteristics found in a live animal
2. The student will express their own ideas, feelings, and thoughts about the subject through painting media and tools
3. The student will look at and talk about ways in which two artists have portrayed the same subject
4. The student will respond to work of self and others

Essential elements arranged developmentally by district

TEACHING ACTIVITIES

EE #3 → . The teacher will show prints of two major artists and lead students in a short discussion of ways the artists have used paint to express their own ideas about the animal; prints will then be displayed in the room, and the teacher will periodically ask a short question about each as time permits.

EE #1 → . The teacher will involve students in observing and discussing visual and tactile qualities (e.g., line, color, shape, texture) discovered about a live animal; students will continue developing a basic vocabulary through teacher modeling and opportunities for the appropriate use of these words in the discussions.

Student needs determined by district are addressed.

EE #2 → . The teacher will guide students in imaginatively expressing their own ideas, feelings, and thoughts about the animal through paint; the basic concept of unity will continue to be reinforced by calling attention to use of space (e.g. "Think big.", "How did you fill this space in your painting?").

EE #4 → . The teacher will lead students in responding briefly to characteristics in paintings of their own as well as some of their peers; students are encouraged to express both feelings and knowledge about the artworks (e.g. "It looks sad.", "That color is yellow-green.").

SUGGESTED RETEACH ACTIVITIES

- The teacher will ask the student to recall simple details observed.
- The teacher will ask the student to paint that feeling or idea at the easel in the art learning center.

SUGGESTED EXTENSION ACTIVITIES

- The teacher will briefly discuss strengths and weakness of the painting with the student, and ask student to include some of these ideas while painting another work in the art learning center.
- After a short discussion of strengths and weaknesses, the teacher will allow the student to choose art materials (e.g. clay, fibers, collage, found objects) from the learning center to express individual thoughts and feelings.

SUGGESTED EVALUATION ACTIVITIES

- While leading short, individual and group discussions on qualities found in the artworks (artists and students), the teacher will check and note increased understanding of art knowledge and skills identified in the objectives.
- The teacher will evaluate artwork according to individual growth evidenced through previous work from the student's portfolio (grades should not be recorded on individual artwork).

RESOURCES

- Teacher resource textbooks (e.g. Helping Children See Art, Benson)
- Secure animal as live model (e.g. pet baby goat.)
- Quality prints of artists depicting the animal (eg. Robert Rauschenberg, Goat, painting, and The Good Shepherd Separating the Sheep from the Goats, c.520, mosaic, Sant' Appollinare Nuovo, Ravenna.
- Tempera paint, paper (18 x 24"), and brushes from general supply

Comprehensive district curriculum guides contain information on all references made in the following lesson plans. More extensive notations should be made in daily lesson plans when new and unfamiliar content or materials are being used by the teacher.

Loose-leaf lesson plans could simplify major changes.

SAMPLE DAILY LESSON PLAN

Art, Grade 2

MONDAY	23 MAR 87	9:40-10:00

The learner will

Objective #3: TLW develop understanding and knowledge of different cultures

Focus: The teacher will display prints (2). Students will discuss pets and give a one-word description of their favorite. The teacher will then explain that some artists like to use animals as subjects in their paintings and sculpture, but they "see" them differently.

District Curriculum Guide

Activities: CG, p.97

Reteach/Extension: CG, p. 99

Materials: Prints (2)

TUESDAY	24 MAR 87	9:40 -10:00

Objective #1: TLW become a more powerful observer

Objective #2: TLW develop increasing expressive and manipulative skills in art media

Focus: The teacher will briefly review the type of animal found in artists' works yesterday. With students sitting in a circle outdoors, the pet goat (with bottle) will be brought inside the circle. Students will describe characteristics of the animal in more detail, being encouraged to perceive relationships and discover implications while looking and touching the animal. If weather and space permit, the student will record their ideas while outdoors; if not, the student will return to the classroom to begin painting.

Activities: CG, p. 97

Reteach/Extension: CG, p. 99

Materials: Paint, paper, brushes

WEDNESDAY	25 MAR 87	9:55 -10:10

Objective #4: TLW develop basic skills in distinguishing and making more discriminating choices

Focus: The teacher will take down prints and display all student paintings in the classroom. Some characteristics discovered in yesterday's live model will be reviewed. Students will then describe what they see and feel about the student paintings on display, and will be encouraged to use their expanding vocabulary beyond mere labeling used in the beginning.

Activities: CG, p. 98

Reteach/Extension: CG, p. 99; Reteach appreciation skills to Ray (check with speech therapist Friday afternoon)

Materials: Student paintings

SAMPLE GRADE BOOK

ART, Grade 2

Informal evaluation is recorded periodically as student work progresses

23 25

March 1987

Objectives #3-4 → art appreciation

art expression ← Objectives #1-2

Student Names		art appreciation	art expression		
1. Aldana, Belinda		✓	✓		
2. Aldridge, Dale		✓	✓		
3. Bales, Kay		+	✓		
4. Brubeck, George		✓	✓		
5. Cervantes, Johnny		✓	- /		
6. Chambers, Veronica		✓-	✓		
7. Culp, Raymond		- / +	- / +		
8. Erickson, Crystal		✓	✓		

Provide additional opportunities for verbal response → 6. Chambers, Veronica; 7. Culp, Raymond

✓ = mastery

\+ = extension

\- = reteach

/ = two similar assignments

PHYSICAL EDUCATION

GRADE 2

In the sample shown, the local school district curriculum guide includes: state essential elements, school district instructional objectives, activities to address the objectives, and methods of evaluating student performance based upon the instructional objectives.

The sample lesson plan is a brief outline of the lesson cycle that is to be presented on one specific day.

The sample grade book page documents: the students' performances as indicated in the instructional objectives, enrichment activities, and need for remediation. Grades are recorded as "S," "N," or "U" in accordance with the district policy and state guidelines for grading physical education in elementary school. The grade book indicates that skills are developed sequentially and mastery cannot be indicated until students have been exposed to multiple skills activities.

CURRICULUM GUIDE

PHYSICAL EDUCATION, GRADE 2

ESSENTIAL ELEMENTS - MOTOR SKILLS

Motor skills that develop positive body image and confidence (c),(2)

SUBELEMENTS

Acquire fundamental movement skills - (C),(2),(A)

locomotor - (c),(2),(A),(i)
walking - (c),(2),(A),(i)
jumping - (c),(2),(A),(i)
nonlocomotor - (c),(2),(A),(ii)
bending and stretching - (c),(2),(A),(ii)
manipulative - (c),(2),(A),(iii)
working with ropes - (c),(2),(A),(iii)

Develop perceptual awareness skills - (c),(2),(B)

body awareness - (c),(2),(B),(i)
spatial awareness - (c),(2),(B),(ii)
coordination - (c),(2),(B),(iii)

Upon completion of the motor skills lessons, the learner will be able to:

- Jump rope in slow time using the two-foot basic step - 10 times.
- Maintain balance while walking on jump ropes placed on the floor in geometric shapes, letters, and words.
- Demonstrate cardiorespiratory endurance by jumping rope for three minutes with stretching and resting intervals.
- Demonstrate body part identification and left-right discrimination by responding with the correct body part and direction 8 out of 9 times.
- Demonstrate tempo by keeping rhythm to the music while jumping rope.

SUGGESTED TEACHING ACTIVITIES

After group and individual practice on rope jumping skills, arrange class in circle formation and direct the following activities:

1. Warm-up: 3-5 minutes, circle stretching activities to music. Focus: Poster of stork and kangaroo. Questions: How do kangaroos move? Do both feet move? How does a stork stand? Show me how a stork stands.

2. Play the recording of "Looby Loo." Instruct the learner to jump rope to the chorus, and on the verse part of the music the learner

stands still facing the center of the circle and follows the instructions as given by the recording.

3. During movement exploration, the learner will be given the opportunity to solve movement problems using walking and balancing activities by means of using an individual jump rope. Movement problems:

   . Find your space, and check to see that you are in your own space. Pretend that you have a bubble around you, make sure that you can not break anyone's bubble.

   . Use your rope to make the numeral "1" on the ground. Walk around the numeral, as if you were writing it on paper. Pick up the rope and see if you can jump 1 time.

   . Find a partner. With your partner make your ropes into the shape of the numeral 11. Take turns and walk around the shape of the numeral 11. Pick up your jump rope and jump 11 times.

   . With your partner, face me. If you are standing on your partner's right side, make the numeral "8" on the ground with your rope. If you have not made the numeral "8" with your rope, make one now. Walk around the numeral you made on the ground. Whisper to your partner the answer to this problem 8+8= ? Pick up your own rope and jump this many times.

     (Teacher points to the blackboard.) What is this shape? Whisper the answer to your partner. Can you make your rope into this shape? Walk around the shape of your rope one time. What is this shape? (choral response.)

   . Find a partner. With your partner make your ropes in the shape of the numeral 15. Take turns, and walk around the shape of the numeral 15. Pick up your jump rope and jump 15 times.

   . Make a shape with your rope that looks like the first letter in your first name. Walk around the shape as though you were writing the first letter in your first name.

   . Make shapes with your rope and spell your first name with the rope, one letter at a time. Walk around the shape of each letter.

     Cool down activities: Learners use movement exploration to make the shapes of the letters of the first five spelling words for this week.

   . Use the body to make the shapes of the numerals 1-10.

SUGGESTED RETEACH ACTIVITIES

Students who have unsatisfactory performance need guided practice in a motor lab with direct teaching. Students who are highly skilled may assist students who are having difficulty by peer tutoring.

SUGGESTED EXTENSION ACTIVITIES

See teacher resource book for physical education, pp. 22-32, "Balance Tag" and singing game, "Those Bones." Homework: have students request family members to jump rope with them for 3 minutes tonight.

SUGGESTED EVALUATION ACTIVITIES

Grades in physical education should reflect the students' performance as indicated in the instructional objectives.

While students are involved in individual problem solving and study, the teacher makes a notation in the grade book. For performance that shows satisfactory mastery of the skill, "S" is recorded in the grade book. For performance that needs improvement, "N" is recorded in the grade book. For performance that is unsatisfactory, a "U" is recorded in the grade book. The following are samples of scales that may be used for skills evaluation related to the instructional objectives in the lesson:

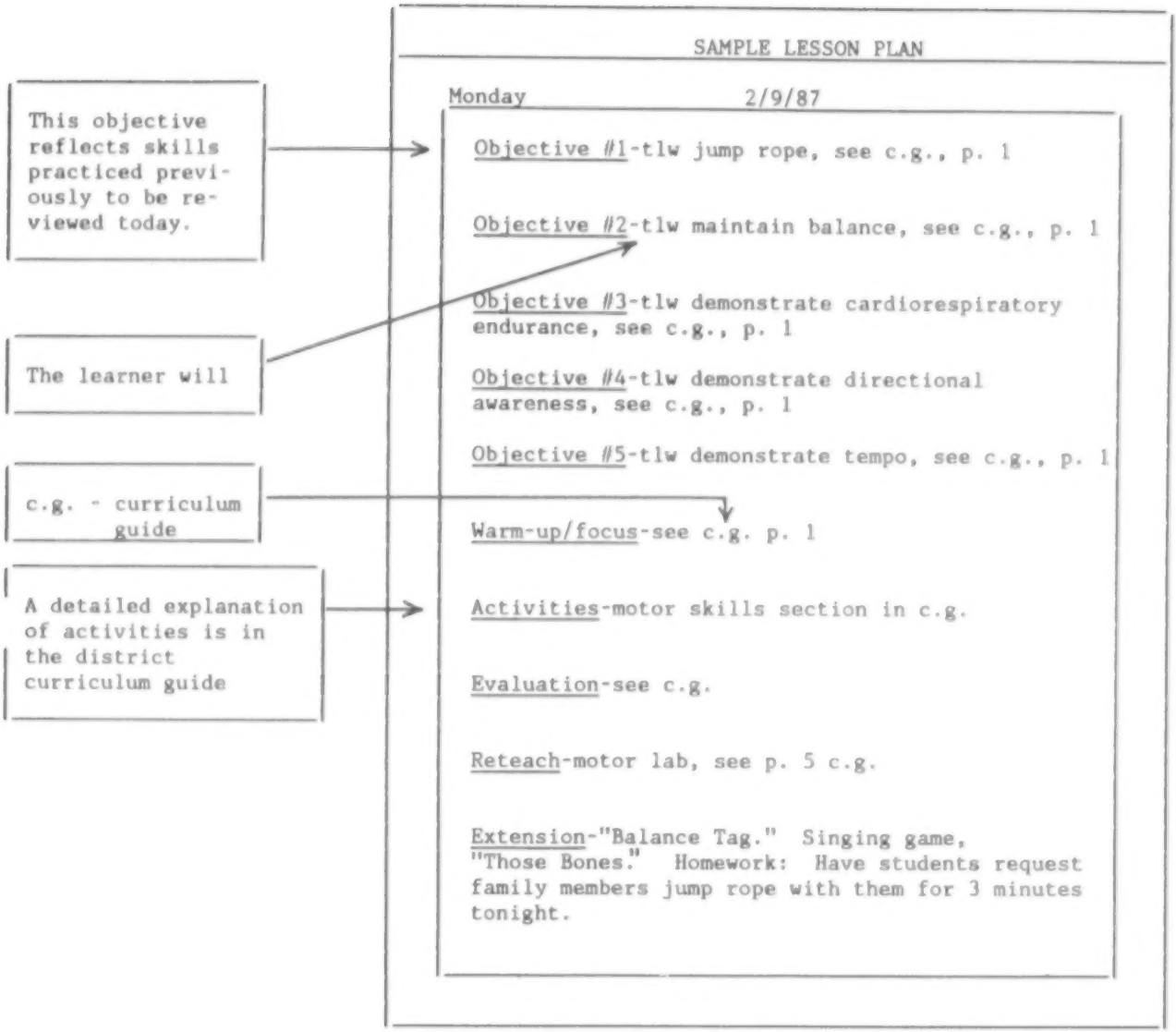
- Jumping rope, using a mature jumping pattern.
  Number of repetitions:
  7-10 = S
  4- 6 = N
  0- 3 = U

- Balance
  Maintaining balance in time:
  >26 seconds while walking rectangular pattern =S
  23 seconds while walking rectangular pattern =N
  <22 seconds while walking rectangular pattern =U

MATERIALS

1 jump rope for each student, 1 phonograph, record: Looby Loo, Victor 20214; Russell 702, Folkcraft 1102,1184; Columbia 10008D.

Teacher resource books: Nichols, Beverly. Moving and Learning: The Elementary School Physical Education Experience; Times Mirror/Mosby College Publishing; St. Louis, Missouri, 1986.


This objective reflects skills practiced previously to be reviewed today.
The learner will
c.g. - curriculum guide
A detailed explanation of activities is in the district curriculum guide
SAMPLE LESSON PLAN
Monday 2/9/87
Objective #1-tlw jump rope, see c.g., p. 1
Objective #2-tlw maintain balance, see c.g., p. 1
Objective #3-tlw demonstrate cardiorespiratory endurance, see c.g., p. 1
Objective #4-tlw demonstrate directional awareness, see c.g., p. 1
Objective #5-tlw demonstrate tempo, see c.g., p. 1
Warm-up/focus-see c.g. p. 1
Activities-motor skills section in c.g.
Evaluation-see c.g.
Reteach-motor lab, see p. 5 c.g.
Extension-"Balance Tag." Singing game, "Those Bones." Homework: Have students request family members jump rope with them for 3 minutes tonight.

Multiple essential elements and objectives may be presented in one lesson.

GRADE BOOK

Date:	2/9/87	2/10/87	2/11/87	2/12/87	2/13/87	2/14/87	3/2/87
Grade 2 Physical Education See KEY: Curric. Guide U=Unsatisfactory N=Needs Improvement S-=Less than Satisfactory S=Satisfactory	10 TIMES JUMP ROPE	WALKING ON ROPES BALANCE	8 OUT OF 9 TIMES BODY PARTS	8 TIMES PER MEASURE RHYTHM	THREE MINUTES ENDURANCE	BALANCE TAG	UNIT GRADE MOTOR SKILLS
Atkins, Susan	S	S	S-	S	N	S	S
Barker, Darrin	S	S	S	N	S	S	S
Coffee, Bill	U	U	U	U	N	S	U

Documents Completion of work done.

Documents enrichment activities

Remediation in motor lab needed

Motor skills are developed sequentially over time. Consequently, while the class period in this instance emphasized development of motor skills, mastery cannot be indicated until students have been exposed to multiple motor skills activities. Rating scales for the various activities in the motor skills development lesson are included in the district curriculum guide.

See district curriculum document for grading scales.

ENGLISH LANGUAGE ARTS

GRADE 2

The following lesson plan is an example of a language arts lesson based on district guidelines provided through a detailed curriculum guide. The teacher's lesson plan is one example of how the curriculum guide could be used. Another teacher might rely less on the curriculum guide. The grade book shows examples of numerical grades and such marks as checks and minuses. These grades and marks would be weighted according to the district grading policy.

Language Arts/Reading, Writing, Listening Speaking
District Curriculum Guide
Grade 2

Local District Objectives/Essential Elements**
READING

I The learner will be able to select the most appropriate word attack strategy to decode unknown words in sentences, paragraphs, and passages.
Using word attack skills to decode written language, the student shall be provided opportunities to :

- A. use complex phonics: initial blends, digraphs, and diphthongs
- B. use complex structural analysis: root words, common affixes, and contractions
- C. use context clues

II. *The learner will develop literary appreciation skills for personal enjoyment.
The student shall be provided opportunities to :

- A. Respond to various forms of literature
- B. Select books for individual needs and interests
- C. Sustain silent and oral reading for an extended period of time
- D. Read from a variety of books about cultures and customs from around the world

*From Title 19, Chapter 75, of the Texas Administrative Code

**LEP students in bilingual and ESL programs shall be provided instruction in the same essential elements. Materials, language of instruction and method of evaluation must be in the language the student understands. The pacing of instruction should be modified as needed.

TIME: Approximately 3 days when coupled with Writing Lessons #2 & #3

SUGGESTED TEACHING ACTIVITIES	MATERIALS	EVALUATION
Lesson #1 1. Focus The teacher will read a book about families for approximately 10 minutes.	Just Me & My Dad Mercer Mayer	Did the student listen carefully and courteously to the story read by the teacher? Did the student contribute to the discussion on families?

District has rearranged some of the essential elements into a hierarchy and incorporated some of their own, locally developed objectives in order to (1) meet the needs of their district's students and (2) to move beyond a minimum curriculum.

District has developed activities, materials, and evaluation plans to correlate with district curriculum guide. Teachers' lesson plans will be less extensive as a result

SUGGESTED TEACHING ACTIVITIES	MATERIALS	EVALUATION
2. Direct Instruction/Guided Practice The learners will participate in a group discussion comparing their family with the family in the story.	Library books at varying levels of difficulty on the topic of families	Did the student follow the topic and contribute pertinent information to the discussion on families?
	Library books in the primary language may be used with LEP students	Did the student sustain reading?
3. Independent Practice The students will select a book of their choice and read for [illegible]		Did the student demonstrate an understanding of the story read?

These questions address the behavioral objectives found in the district curriculum document.

47.

Local District Objectives/Essential Elements**
WRITING

I. • The learner will be able to use a variety of techniques to select topics and generate material to write about [illegible]
The student [illegible]
• A. [illegible] effectively for a variety of purposes, modes, and audiences
B. [illegible] to write stories

II. • The [illegible] to produce effective communications.
The [illegible]
• A. [illegible] of capitalization and punctuation (Adapt as appropriate for [illegible])
• B. [illegible]

Some of the objectives/essential elements are focused at lower cognitive levels, while others are written at higher levels. Each will require a different kind of documentation.

*From Title 19, Chapter 75, of the Texas Administrative Code

**LEP students in bilingual and ESL programs shall be provided instruction in the same essential elements. Materials, [illegible] and method of evaluation must be in the language the student comprehends. [illegible] should be modified as needed.

Curriculum Guide Objectives - p. 2

TIME: Approximately 3 days when coupled with Reading Lesson #1

SUGGESTED TEACHING ACTIVITIES	MATERIALS	EVALUATION
Lesson #2 Focus The teacher will review the information covered on families during the reading lesson. The teacher will show pictures [illegible] and ask students to describe [illegible]	3-4 magazine pictures of families pasted on tag-board	Did the student contribute to the language experience story?
Direct Instruction/Guided Practice The [illegible] experience story.	Chart Tablet, Markers	
Independent Practice The [illegible]	[illegible] Paper [illegible], Crayons, [illegible]	
Closure [illegible]		
Lesson #3 1. Focus The students will participate in a review and discussion of the organization of the language experience story.	Language experience story from previous lesson	Did the student listen courteously to others?
Teacher will review the components of a story. Students will review previous compositions in their writing folders.	Students' writing folders	Did the student follow the story line and stick to the topic? Did the student's illustration demonstrate an understanding of the story?
2. Guided Practice The students will begin their first draft of a descriptive paragraph about families.		Did the student demonstrate an understanding of the organization of a story?
3. Independent Practice The students will illustrate their paragraph.	Drawing paper, markers, crayons, paint	Did the student participate in the review? Did the student stick to the topic of families? Did the student use the appropriate conventions of language?
4. Closure The teacher will review the information presented on families and on the composing process.		

Curriculum Guide Objectives - p. 3

EXTENDING /RETEACHING ACTIVITIES

Extension: Develop a skit based on your story about families.
Develop a skit based on the class language experience story.
Keep a journal for one week about things you do with your family.

Reteach: Activities will vary based on student need.

1. **Concepts related to family:**
   Participate in a puppet show about families.
   Have students listen to an audiotape of a book about families.

2. **Conventions of Language**
   Show a story about families that is appropriately punctuated. Show the same story without punctuation. Discuss differences. Have students punctuate the incorrect story with teacher assistance.

   Using the cloze procedure have students identify appropriate punctuation.

   Compare and contrast complete sentences and incomplete sentences.

3. **Word Attack Skills**
   Using phonogram chart, teacher will assist children with sound/symbol relationships by taking them from words they know to unkown words.

   Students will practice context clues by reading a "clozed" text at their independent level. → The teacher covers all or part of the word until the student can use the context to comprehend the meaning.

4. **Literary Appreciation Skills**
   Students shall be provided with significant time on a daily basis for uninterrupted reading of a variety of library books of their choice at an independent reading level.

SAMPLE TEACHER LESSON PLANS - GRADE 2

TLW=The Learner Will; Ck.U.=Check for Understanding; M=Modeling; G.P.=Guided Practice; I.P.=Independent Practice; T-er=Teacher

See Local District Curriculum Guide for Teaching Objective Codes.

8:30-10:45 Rdg/L.A.

Monday 9/8	Objective: RDG. I & II Lesson #1, Teaching Activities 1-2 Tutor Maria & Carlos in primary language	Objective: WRTG. I & II, ART I Lesson #2, all Teaching Activities
Tuesday 9/9	Objective: RDG. I & II cont'd Lesson #1, Teaching Activity 3 Enrichment Activities, George, Kelley, Mary P. & Sara. Check for Reteach on Family concept with Sally, Juan, & DeLane. M & Ck.U. with Maria and Carlos in primary language	Objective: WRTG. I & II, ART I, cont'd Lesson #3, all Teaching Activities Check for reteach on punctuation w/ Sally, Dustin & Jason N.

Because district curriculum guide contains suggestions for instructional activities, materials, and evaluation strategies, the teacher's lesson plans are brief.

SAMPLE GRADE BOOK PAGE
GRADE 2

+	✓	✓-	-	U
=90-100=A	=80-89=B	=75-70=C	=70-74=D	=69 & Below

*

Compositon grades= content & mechanics/handwriting

PL= Must be instructed in primary language.

ESL=Must be instructed using ESL methodology

Students	Reading/Language Arts												
	Indp. Rdg. 9/8	Instr. Rdg. 9/8	Indp. Rdg. 9/9	Instr. Rdg. 9/9		Particip. Lang. Ex. 9/8	Particip. Review 9/9	Gen'l Particp.		Paragraph Family 9/8	Autumn Story 9/12	Spelling Paragraph Family 9/8	Family Word Test 9/12
(P.L.) 1. Arredondo, J.	✓-	✓				✓	✓			B/B	B	96	100
2. Bell, V.	+	✓				✓-	-			C/D	B/C	85	89
(ESL) 3. Castro, F.	+	+				✓-	✓			B/B	C/C	87	75
4. Darling, L.	+	+				+	+			A/C	B/B	98	100
5. -25. etc.													

LEP students may demonstrate mastery of essential elements in their primary language or in English.

Observation of students using reading, writing, listening and speaking skills in context may be as valuable as using formal tests.

Evaluation for activities that rely on high degrees of oral participation should focus primarily on the ideas expressed and the individual's growth.

* Median grades averaged for final computation.

HEALTH

GRADE 3

This sample lesson plan consists of four parts:

- sample excerpt from a district curriculum guide
- sample lesson plan
- suggested format for documenting mastery of health terms that appear on TEAMS vocabulary lists; and
- suggested format for recording student progress, highlighting the need to reteach.

The lesson plan, including the objectives, is drawn almost completely from the materials listed in the curriculum guide. This content decision is made by the teacher. The guide was prepared by a group of third grade teachers and a health education specialist during the summer.

Notation of the date of mastery of vocabulary appears on the record of TEAMS Vocabulary Related to Health. Teacher judgment of student performance related to all objectives determines the six week grade.

CURRICULUM GUIDE: HEALTH GRADE 3

ESSENTIAL ELEMENTS: Concepts and skills that foster individual personal health and safety.

Subelement: Identify daily practices that promote self-concept.

Objective: TLW (the learner will) relate personal decisions to control over daily living.

Suggested Activities:

Use the unit entitled "My Choice" in the American Cancer Society program, An Early Start to Good Health.

Play the game, "Freeze," doing role plays that involve decision making.

Use finger puppets to illustrate alternatives available in a decision making situation.

Reteach

Practice making simple yes/no, or "go, no/go" choices before introducing alternatives.

Review a familiar fairy tale and identify situations that involve decision making.

Extension

Continue similar activities, but include situations that promote forced choices (good/better, bad/worse).

Write open-ended stories that students complete. Stories should provide opportunities for making health choices.

Evaluation

Students identify consequences and relate them to choices that have been made by fictional characters.

Students proceed through a maze of daily health practices that require decision making.

Materials

An Early Start to Good Health, The American Cancer Society.
Morvina;s Fables, The Young Lawyer's Association of Travis County.

TLW = The learner will

SAMPLE LESSON PLAN
Grade 3, Health
September 25

Objective 1: TLW relate specific choices to specific consequences.

Objective 2: TLW develop a positive attitude about the responsibility that accompanies decisions.

Focus of Lesson

Vocabulary--choice, choose--plus examples.

Activities

AN EARLY START (See Curr. Guide.) My Choice, Act. 2 and 3.

Use finger puppets to describe Bobby's choices.

Vocab--substantive sentences

Song--THE STORY OF ME--from AN EARLY START

T = Teacher

Extension

T describes situations that involve choice. S draws picture and writes caption--CONSEQUENCES

S uses fine arts medium to communicate concept in THE STORY OF ME.

Reference to other content areas

Closure

T focuses on students' every day choices

Evaluation

Substantive sentences using vocab.

Puppetry--performer and audience

See grade book

Materials

AN EARLY START TO GOOD HEALTH (See Curr. Guide.)

This lesson plan is more detailed because the teacher feels more comfortable this way. Neither proper documenting nor teacher appraisal requires this level of detail.

KEY
E -excellent
S -satisfactory
I -improvement needed
U -unsatisfactory

Date of instruction and key words of objective

Student Name	9/4 self-concept	9/9 respect for others	9/16 cooperation	9/25 decision					
Abercrombie, N.	S	S	S	S					
Busby, K.	S	E	S	S					
Dillon, W.	S	E	E	S					
Doyle, I.	S	I S 9/11	S	U S 9/27					
Garza, M.	S	S	I S 9/18	S					

Reteach

Teacher judgment determines six week grades

TEAMS Vocabulary Related to Health

Student Name	ability	accident	ache	aid	anger (review)	awake (review)	birth	bleed	brain	choice (review)	choose (review)	depend	energy
Abercrombie, N.					9/18	9/4		10/7		9/24	9/26		
Busby, K.					9/17	9/4		10/6		9/25	9/25		
Dillon, W.					9/18			10/9		9/25	9/25		
Doyle, I.					9/18	9/4		10/7		9/30	9/25		
Garza, M.					9/17	9/4		10/6		9/25	9/25		

Grade 2 list

These students achieved mastery after reteaching the day after initial evaluation

See evaluation section of lesson plan

This student has not yet mastered this vocabulary word and needs reteaching

MATHEMATICS

GRADE 3

This third grade curriculum guide is very detailed and includes the essential elements, objectives, two or three activities for each objective, and an evaluation. Since the curriculum guide is highly specific, less information is needed for this lesson plan. The student's grade for the entire subelement of the essential element is recorded in the teacher's grade book. It would also be possible to record data on district objectives without reference to the essential elements since the essential elements are coded in the curriculum guide.

GRADE 3 - CURRICULUM GUIDE

Often there is more than one objective listed under each subelement. Typically, there are at least two activities listed for each objective along with an evaluation.

EE(2) The basic operations on numbers (addition, subtraction, multiplication, division), their properties, and their uses.

(A) Add and subtract whole numbers;

.
.
.

(B) Add and subtract decimals using money;

Objective 5: The child will be able to add two quantities of money written in decimal notation with regrouping and sums less than $10.

Activity a. Students decide on ten people for whom they would like to buy gifts. Let the students look through catalogs, finding two items with a total of less than $10.00 for each person. Each student then makes one page for each person for whom a gift is being bought. The page should include a picture of each of the two items, the price of each of the two items, and the total price of the two items.

Typically, there are at least two activities listed for each objective.

.
.
.

Evaluation: Show the child five cards, each with two items. The pictures will have price tags. Ask the child to find the total cost of the two items on each card.

Objective 6: The child will be able to subtract two quantities of money, each less than $10. These quantities of money will be written in decimal notation. The subtraction problems will include regrouping.

Activity a. The students will complete the chart below:

Start with $9.32	
Subtract	Difference:
$5.61	_____
$3.06	_____
$ .73	_____
$1.60	_____

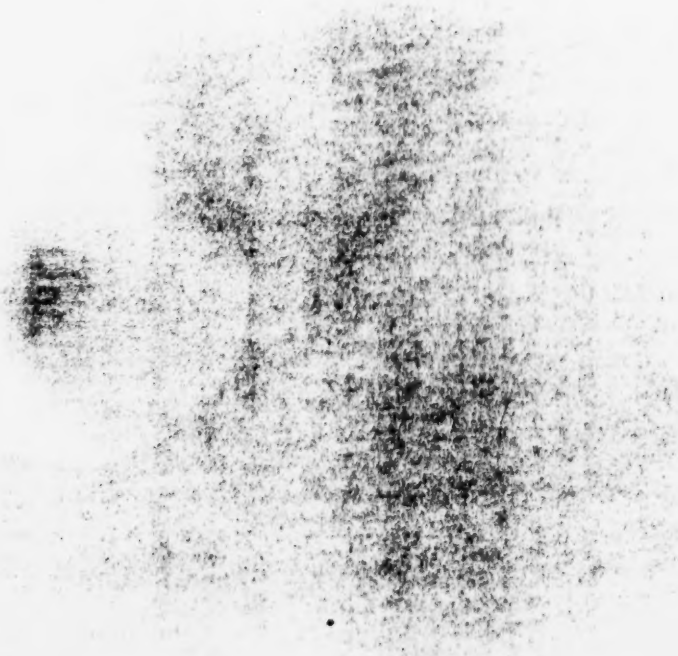
Activity b. Play the game, "How Much Change?" Cut out 20 3" x 3" tagboard cards. On the front of each card draw, or cut from magazines and paste, pictures of toys appealing to students at this grade level. By each toy, list its price of a value less than $10. Under the price, draw and label an amount of money less than $10, but whose total is more than the price of the toy pictured. On the back of each card, write the amount of change received if this amount of money were used to purchase the pictured toy.

GRADE 3 - CURRICULUM GUIDE (continued)

Two students may play this game.

One may hold the card with the picture facing the opponent. The opponent whispers how much change would be received using the amounts of money on the card. The number of the back of the card will tell if the answer is right. If the answer is correct, the student holding the card shows the next card. If the answer is not right, the student answering is given an opportunity for correction.

Evaluation: Give the child a table listing in one column the amount of money the child has to spend. The next column will list the amount he/she has spent. In the third column, the child will write the amount left over from the purchase.



GRADE 3 LESSON PLAN

MONDAY

I. Objective #1 - Addition of Decimals

II. Materials:
catalogs
scissors
glue
construction paper

III. Activities: a,b (CG)

IV. Practice
see textbook page 39

V. Enrichment/Reteaching
See Teacher Activity Packets #3 and #4

CG = Curriculum Guide
This coding relates directly to the curriculum guide- no additional detail is needed.

From district developed resource packets.

Objective 1 will be formally evaluated on the following day.

The activities are guided by the teacher.

TUESDAY

I. Objective #1 - Same as Monday

II. Materials:
index cards
pictures of items for a store

III. Act.: c

See curriculum guide.

IV. Practice
See Practice Worksheet #5

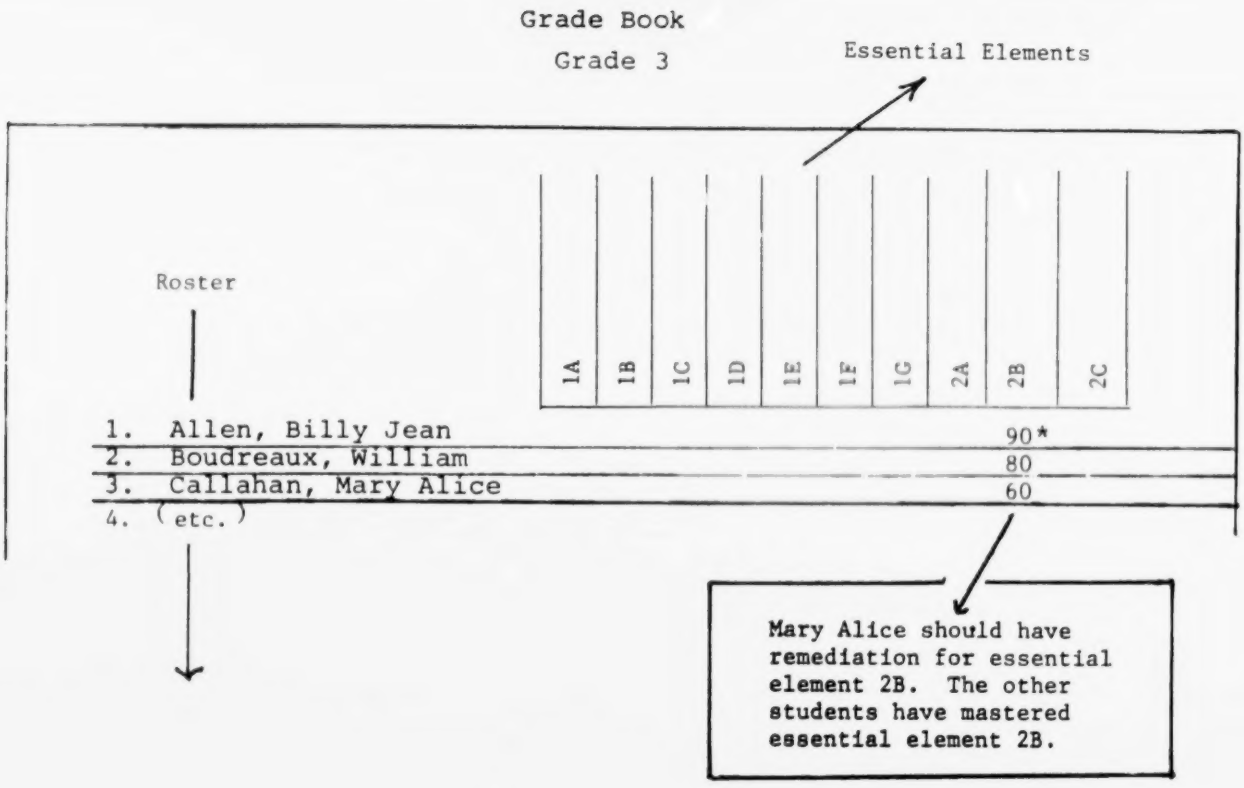
V. Evaluation: CG

CG = complete evaluation is in the curriculum guide.

VI. Enrichment/Reteaching
See Teacher Activity Packets #5 or #6

From district developed resource packet.

While this lesson plan includes the parts of the lesson cycle, it is not always necessary to list practice and enrichment/reteaching.



*The student's grade for the entire sub-element of the essential element is recorded in the teacher's grade book. It would also be possible to record data on district objectives without reference to the essential elements since the essential elements are coded in the curriculum guide.

ENGLISH LANGUAGE ARTS

GRADE 3

MODIFIED FOR BILINGUAL

EDUCATION

The following lesson plan is an example of a language arts lesson based on district guidelines provided through a detailed curriculum guide. The teacher's lesson plan is one example of how the curriculum guide could be used. Another teacher might rely less on the curriculum guide. The grade book shows examples of numerical grades and such marks as checks and minuses. These grades and marks would be weighted according to the district grading policy to determine six weeks grade.

Language Arts/Reading, Writing, Listening, and Speaking
District Curriculum Guide
Grade 5

READING**

I. The student shall provide written and oral responses to comprehension questions of varying cognitive levels.
Using comprehension skills to gain meaning from whatever is read the student will be provided opportunities to:
- A. identify an implied main idea from a longer selection
- B. recall specific facts and details that support the main idea and/or conclusion
- C. predict probable future outcomes or actions

II. The student shall be able to select the most appropriate word attack strategy to decode unknown words in sentences, paragraphs, and/or passages.
Using word attack skills to decode written language, the student shall be provided opportunities to:
- A. use complex structural analysis skills to identify words with two or more prefixes and/or suffixes
- B. use context clues for word identification
- C. use the dictionary as a key to pronunciation including phonetic respelling.

III. The student shall develop literary appreciation skills and provide personal enjoyment.
The student shall be provided opportunities to:
- A. respond to various forms of literature
- B. become acquainted with a variety of selections, characters, and themes of our literary heritage
- C. select books for individual needs and interests
- D. read daily for an extended period of time
- E. read a variety of books about cultures and customs from around the world.

LANGUAGE ARTS**

I. The student shall participate in group discussions relating to given topics.
The student shall be provided opportunities to:
- A. develop skill in attending to, responding to, and analyzing oral communications by employing active listening in a variety of situations
- B. develop fluency in using oral language to communicate effectively by

District has rearranged some of the essential elements into a hierarchy and incorporated some of their own locally developed objectives in order to (1) meet the needs of their district's students and (2) move beyond a minimum curriculum.

using a variety of words to express feelings and ideas.

II. The student shall participate in the writing process by developing written compositions.

The student [illegible] opportunities to:

- A. [illegible]niques to select topics and generate material to write
- [illegible] through
- [illegible] information and ideas from sources other than personal experiences
- [illegible] and narrowing a topic for a specific purpose
- B. [illegible] using ideas and information from a variety of reference materials

III. The student shall apply the conventions of writing to produce effective communications.

The student shall be provided opportunities to:

- A. apply [illegible] conventions of punctuation and capitalization
- B. [illegible]

Some of the objectives/essential elements are focused at lower cognitive levels, while others are written at higher levels. Each will require a different kind of documentation.

[illegible] Code [illegible] appropriate to the students' language [illegible] or ESL, methods should be used in accordance with the [illegible] and educational experience.

SAMPLE TEACHER LESSON PLANS - GRADE 5

TLW=The Learner Will; Ck.U.=Check for Understanding; M=Modeling; G.P.=Guided Practice, I.P.=Independent Practice; T-er=Teacher; RDG=Reading; LA=Language Arts; SS=Social Studies

MB= Modify materials, approach and pacing for bilingual education; ME=Modify for ESL instruction; MS= Model in Spanish; GPE= ESL Guided Practice

See Local District Curriculum Guide for Teaching Objective Codes

Ss: students

District has not developed activities, materials and evaluation plans to correlate with district curriculum guide. Teachers lesson plans will be more extensive as a result.

Reading/Language Arts 8:30-10:45		
Monday 11-10	Objective: RDG I,II,III SS I Focus: T-er will display pictures of individuals from various cultures. Ss will participate in discussion about differences and similarities of cultures represented in pictures. (MB for Jose) Direct Inst./GP: Using a DRTA (Directed Reading/Thinking Activity) TLW generate predictions and demonstrate knowledge about an unfamiliar culture. (MB for Jose)	Objective: LA I,II,III SS I Focus: T-er will guide a discussion about research reports. A sample data chart (McKenzie, 1978) will be displayed. T-er will show models of a completed research report based on a data chart. (See TEA Language Arts Framework) (ME for Jose) Direct Instruction/GP: TLW participate in construction of a data chart using a variety of reference materials. (Whole class activity) (ME for Jose)
	Materials: Pictures of individuals from various cultures, pasted on tagboard sample blank data charts, sample completed data charts and research reports, overhead proj., overheads, markers, DRTA reading selection, paper, pencils, rulers	
Tuesday 11-11	IP: TLW read w/o T-er asst. a passage about unfamiliar cultures and verify predictions in writing.	IP: TLW choose a topic and develop a research report using a data chart. (Small group activity)

This lesson plan is more detailed because the teacher feels more comfortable this way. Neither proper documenting nor teacher appraisal requires this level of detail.

65.

Evaluation Did Ss sustain reading & listening? Did they participate in discussion? Did they stay on the topic? Ask pertinent questions? (MB for Jose)

Reteach: Have remedial Ss listen to a passage about unfamiliar cultures via tape recorder/headphones. T-er will discuss passage with Ss. Ss will verify their predictions about story, orally, under teacher direction. (MB for Jose)

Extension: Using teacher provided reference materials prepare a menu for a meal common to the unfamliar culture you have studied. Explain in writing why certain foods were chosen. (MB for Juan)

Additional Evaluation: Do students need further background development? Are predictions logical? Did students sustain reading or listening? Did students read independently? (Check Jose's mastery in Spanish)

Evaluation: Did Ss contribute to group discussion? Did Ss listen attentively? Did Ss select appropriate ref. materials? topics? research questions? Was report organized? Can Ss contruct data chart w/o T-er assist.? (ME for Jose)

Reteach: T-er will supply Ss w/a guide sheet for constructing a data chart. Ss will under teacher direction select a topic from a T-er dev'ped list. TLW construct data chart and report under T-er supervision. (ME for Jose)

Extension: TLW select a topic on cultures & develop a data chart & research paper independently.

Comments: T-er will bind completed reports for class library. For a closure activity, if time permits, T-er will bring foods from different cultures, using menus developed by students.

Materials: DRTA passages, data chart guides, blank data charts, pencils, paper, ruler, audio tape player, audio taped stories re: cultures, reference materials, library books on topic , ESL and BE materials for selected students

These questions address the behavioral objectives found in the district curriculum document.

This lesson plan is more detailed because the teacher feels more comfortable this way. Neither proper documenting nor teacher appraisal requires this level of detail.

SAMPLE GRADE BOOK PAGE
GRADE 5

+ = 90-100A ✓- = 75-79C
✓ = 80-89 B - = 70-74D U = 69 and below

Compositon grades= content & mechanics/handwriting

ESL=Must be instructed using ESL methodology
PL= Must be instructed in primary language;

Students	Indp. Rdg. 11/10	Instr. Rdg. 11/10	Reading/ Language Arts: Indp. Rdg. 11/11		Comprehension 11/10	Comprehension 11/11		Partic. Data Chr. disc. 11/10	Data Chart guides 11/10	Report/cultures 11/11		Spelling. Data Chr. 11/11	Spelling Report/Cultures 11/11	Spelling Test 'Culture Words 11/15	Spelling Test (cum.) 11/22
(P.L.) 1. Angelo, M.	I	✓-	U		85	71		U	D/C	C/C		71	U	70	82
2. Barney, J	+	✓	✓		92	88		✓	B/B	C/C		88	85	87	74
(ESL) 3. Castro, M	✓	+	+		96	95		+	B/A	B/A		92	89	90	86
4. Davis, C.	✓	+	✓		87	84		+	A/C	A/C-		97	90	94	94
5.-25. etc.															

Lessons which elicit personal feelings and descriptions often have a high degree of oral participation; the teacher may therefore want to evaluate each student on an individual basis. Such a form of evaluation also addresses the needs of special populations (eg. LEP students, gifted students, etc.)

LEP students may demonstrate mastery of essential elements in their primary language or in English.

Observation of students using reading, writing, listening and speaking skills in context may be as valuable as using formal tests.

Median numerical grades are used in computing six-weeks averages, weighted according to district grading policy parameters.

67.

SCIENCE

GRADE 6

MODIFIED FOR

GIFTED AND TALENTED

The curriculum guide excerpted here is divided into two sections--a hierarchy or developmental sequence of objectives keyed to the science essential elements, and activities for teaching each objective. The teaching activity is detailed because of the minimal science training of elementary teachers and the number of daily lesson preparations they must develop. More than one teaching activity is provided in the curriculum guide for the teachers, though only one is illustrated here.

The lesson plan is brief because of the detail of the activity in the curriculum guide; it need only refer to the guide. Since the activity chosen requires two class periods, the lesson plans reflect the continuation of the activity.

The grade book depicts three methods of documenting student performance. The method used depends upon the nature of the task at hand.

Grade 6 Science Curriculum Guide

Hierarchy of Objectives

Life Science

Curriculum Guide is organized according to concepts.

Concept 03: Growth Rate of Organisms

District Objectives

District objectives for each concept are specified in a hierarchy and are keyed to the Essential Elements.

03.01 Define and provide an illustration of growth rate (EE 8)

03.02 Predict factors which affect the growth rate of organisms (EE 6).

03.03 Design and conduct an experiment to test the effect of factors on growth rate (EE 7a, 9b).

69.

19

CURRICULUM GUIDE - GRADE 6
INSTRUCTIONAL ACTIVITIES

The learner will design and conduct an experiment to test the effect of [illegible] on growth rate.
[illegible] subelements 9b and 7a

	Materials
[illegible] illustrated.	
the factors which they predicted would [illegible] growth rate (OBJ 03.02) i.e. food, H_2O, [illegible], gravity, etc. will design an experiment which tests the [illegible] predicted variables. [illegible] in groups, students will design an [illegible] teacher may need to guide the students with [illegible] organism is to be observed? Which of the [illegible] should be tested? How should the factors	Overhead, poster paper, markers
[illegible] has been designed, the teacher should [illegible] control and experimental groups and assign [illegible] students to either the control or one of the [illegible] groups. To keep the number of students in each [illegible] than one group may test each factor	
address questions to each group as to what they [illegible] and how design their data collection sheets while [illegible] and provides feedback. [illegible] tions the design of the experiment and each [illegible] sibility for conducting the assigned part [illegible] [illegible] tion and completion of data collection sheet	

This [illegible] requires [illegible] days [illegible] as [illegible] Day 2

Guided Practice -

Closure -

CURRICULUM GUIDE - GRADE 6
INSTRUCTIONAL ACTIVITIES

OBJECTIVE 03.03: The learner will design and conduct an experiment to test the effect of factors on growth rate.
ESSENTIAL ELEMENTS: 9, 7, subelements 9b and 7a

Suggested Teaching Activities (Continued)	Materials
Day 2	
Focus - Briefly review the experimental design and objectives. Check for understanding.	Dependent upon the organism selected for observation.
Objective - The learner will conduct an experiment to test the effect of factors on growth rate.	
Procedure - Pass the pre-assembled materials to each group. Make sure the arrangement of working space facilitates proper lab technique.	Poster paper for labeling the control and experimental groups
Check for Understanding - Monitor each group during the experiment.	
Procedure - After data has been collected, the teacher has each group report findings to the class. (Data collection for some organisms may require longer.)	
Closure - A final chart is completed by the class identifying each factor as having an effect on growth or not.	
Evaluation - Informal - the teacher observes the student's laboratory technique. Formal - Pencil/paper assessment of understanding of experiment and results.	Data collection sheets
Reteach Activity - Students discuss problems encountered in the experiment and the results. A Computer simulation of the experiment is used to test all factors (variable) rather than just one. (CP #181 - Library)	
Enrichment - Research information on the effect nutrition has on growth rate in humans. Share findings with class.	Current periodicals from library
3. . . Activity #3 is not illustrated.	

Lesson Plan Book

Science

	8:00 - 8:45	
TLW: The learner will	OBJ: TLW design an experiment to test the effect of factors on growth rate. ACTIVITIES: See guide pg. 19, Activity #2, Day 1 MATERIALS: Overhead, poster paper, markers Evaluation: Informal teacher observation for understanding and participation. Check for completion of data collection charts	
MONDAY		
The experiment will require longer than one class period to complete since the organism chosen was lima beans. →	OBJ: TLW conduct an experiment to test the effect of factors on growth rate. ACTIVITIES: See guide pg. 20, Activity #2, Day 2. the experiment will be started today. Data will be collected at intervals for four weeks. MATERIALS: Lima beans, potting soil, small pots poster paper, metric rulers, thermometers, etc. Evaluation: Informal teacher observation of laboratory experiment and results.	
TUESDAY		
Materials reflect the organism chosen to observe. →		
Gifted & Talented: Students could also generate an "ideal" diet for a category/ people, i.e., athletes, sedentary factory workers, etc.		

GRADE BOOK

Name	Classification Skills	HW	Matter Quiz	
Berry, Cynthia	S	95	100	
Camp, Arnold	E	70	95	
McLeod, Tom	I	82	87	
Wong, Susan	U	91	80	

E = Excellent *

S = Satisfactory

U = Unsatisfactory

I = Needs Improvement

The homework assignment served as independent practice, so it was graded numerically.

* Letter grades are translated to median numerical grades and averaged should other computations show a student to be close to a cut-off score.

EXAMPLES, GRADES 7 AND 8

ENGLISH LANGUAGE ARTS

GRADE 7

Included in the following sample lesson plans are:

- an excerpt from a simple, general curriculum guide
- lesson plans that are more specific than they might be if the guide were more detailed
- a sample grade book entry showing one method using symbols for assessing students' participation in activities as well as their performance

SAMPLE EXCERPT FROM CURRICULUM GUIDE ENGLISH GRADE 7

UNIT THEME: Responding to Literature: Bravery

Essential Elements to be incorporated (Chapter 75, Section 41)

Writing
Use the composing process to plan and generate writing.
Use direct quotations from written and oral sources.

Literature
Follow plot and character development in stories.

Reading
Identify the author's point of view and purpose.
Perceive cause-and-effect relationships.

Objective
The main objective will be for students to write a persuasive/classificatory paper comparing the bravery of the heroine of one story with that of the heroine of another.

MATERIALS

Short Stories

Dorothy Johnson, "The Day the Sun Came Out"
Mona Gardner, "The Dinner Party"

N.B: Alternate Pair of Short Stories:

Robert Zachs, "The Nest"
H. Fast, "Spoil the Child"

COMPOSITION ASSIGNMENT

During the prewriting stage of the writing process, students are to become familiar with two stories, (a) by listening to the audiotapes of one or both stories, (b) by listening to the teacher read one or both stories, or (c) by reading one or both stories silently and subsequently participating in class discussion about the plots and characters.

As the prewriting stage progresses, the teacher will suggest that students brainstorm about Mary and Mrs. Wynnes, jotting down each character's name with words used to describe her in the story and considering as they write (a) the topic (bravery), (b) the audience (classmates who've read the stories), and (c) the purpose (persuade) and mode (compare and contrast). After dividing a paper into two columns, one for Mary and one for Mrs. Wynnes, the student will write below each character's name any words, phrases, and abbreviated comments about her made by the author in the text or by the characters in the story.

The writing phase or stage comparing or contrasting Mary's bravery with that of Mrs. Wynnes will include students organizing their ideas in such a way as to be convincing in their arguments. The teacher should provide instruction on how to include appropriate direct quotations from the stories. The students may want to try writing two or three introductions or introductory paragraphs, looking for the most effective approach to their persuasion. The teacher should remind students that their primary task at this time is to get ideas down on paper and to get ideas organized. They are to scratch out, draw arrows, insert, and not be concerned about accuracy in spelling or mechanics at this time. It is important to emphasize that these first drafts are like soft clay for sculpting with work on the main ideas coming first and details later. Thus students should not interrupt themselves to look for words in the dictionary or ask for help that would take so long that they lose their train of thought.

After writing and rewriting over a period of several days to find the most effective way to communicate their ideas, the students will have their final rough drafts ready for revision, review, and sharing. The teacher and two or three students then meet not to edit but to discuss ideas, content (especially the strength of the reasoning in making comparisons and contrasts), fluency of the writing, and clarity of communication. In this conference they test the strength of their persuasion against that of classmates who said the other character was the braver. At the conclusion of the conference, students' writing folders, kept filed in the classroom, are brought into play. After the students consider their feelings and attitudes about the general success of this latest composition, they compare it to previous compositions they have written. They have three choices at this point; 1) they can complete and turn in to the teacher this latest composition; 2) they can place this final rough draft in their folders and take out the final rough draft of an earlier composition they consider better than the present one, then edit and complete it for submitting to the teacher; or 3) they can choose this one occasion not to write, placing the almost-completed compositions in the folders perhaps for another time.

SAMPLE LESSON PLAN

TLW=The learner will

ENGLISH GRADE 7

77.

MONDAY 4/13/87 10:50-11:45	TUESDAY 4/14/87 10:50-11:45
Objective #1 - Composing Process: TLW use brainstorming as a planning activity. Objective #2 - TLW follow plot and character development in stories. Objective #3 - TLW identify the author's point of view and purpose. Objective #4 - TLW perceive cause-and-effect relationships. Warmup/Focus - Teacher reads the short passage on page 73 of the December 1984 Reader's Digest about the bravery of the fireman who rescued the two children in a St. Louis fire. Teacher and class discuss briefly what constitutes bravery in the passage. Activities - 1. Students listen to tapes (may read along): "The Day the Sun Came Out" and "The Dinner Party." 2. Tchr. leads brief discussion about plots & characters. 3. Students brainstorm in small groups and do lists described in CG. 4. Each student chooses which character he or she thinks is braver and writes a brief (one- or two-sentence) summary of the choice and the reasons why. Evaluation - Did the student participate in the discussions? Did the student write a statement with a choice backed up by reasons? Homework - Find two quotations from the story which best illustrate why the character of your choice is braver.	Objective #1 - Composing Process: TLW write a first draft of a persuasive/classificatory composition based on literature read in class. Objective #2 - TLW use direct quotations from oral and written sources. Warmup/Focus - Teacher hangs two pictures on the wall, asking students to imagine that there is a $100 prize to be given to one. As they did yesterday on a two-columned sheet of paper, students list characteristics of both pictures: color, shape, tone, etc. Each student votes on one or the other. (Teacher explains that, although both pictures may be good, only one can be selected for the prize.) Teacher draws the comparison between this activity and the choosing activity which the students did yesterday. Activities - 1. Tchr. reminds students of aim, mode, audience. 2. Tchr. models process of using direct quotations. 3. Students begin first draft: a. write thesis statement b. refer to ideas discussed yesterday c. use quotations listed from story 4. Students may pair off when finished to share first drafts, or they may go directly into the revision stage. Evaluation - Did the student produce a first draft (or at least begin one)? Did he or she incorporate direct quotations in the text? Homework - Write a one-sentence summary of your argument in the following form: "____ is the braver of the two women because...."

Four objectives are to be taught. Objectives 2, 3, & 4 will provide the content for the main objective, the brainstorming activity

If for some reason these stories are not suitable, "The Nest" and "Spoil the Child" may be substituted.

This lesson plan is more detailed because the teacher feels more comfortable this way. Neither proper documenting nor teacher appraisal requires this level of detail.

SAMPLE GRADE BOOK PAGE
ENGLISH GRADE 7

	4/13		4/14		4/15		4/16		
Angeocci	✓	+	+	+					
Battista	✓	+	+	✓-	+				
Brovsky	✓-	+	+	✓	+				
Decherd	U		+	✓	+				
Hamilton	✓	+	+	✓	+				
Hurley	+	+	+	+	+				
Leisen	✓	+	+	+	+				
Myer	✓-	+		✓	+				
Peppercorn	✓	+	+	✓-	+				
Rollen	+	+	+	✓	+				
Siders	✓-	+	+	✓	+				
	**Brainstorming	*Statement	*Homework	**First Draft	*Homework				

This student received a U because of a lack of minimal participation in the group brainstorming activity (note that she also failed to do the summary sentence). Attempts to involve her in an alternate prewriting activity were not successful, so this classroom activity had to be graded U. Because the writing process is recursive rather than linear, group brainstorming activities will come up again. When they do, the teacher will make sure that this student is prepared to participate (by introducing and rehearsing the brainstorming process with her individually ahead of time).

(+)=90-100=A (✓)=80-89=B (✓-)=75-79=C (-)=70-74=D (U)=69 and below=F

Note: Median numerical grades are used in computing six weeks averages; with weighting according to district policy.

* A performance evaluation system is used for these assignments (if the students does the specified assignment, credit (+) is given).

** Student participation in writing-process activities is evaluated daily on a + to U scale. (The final written product will be evaluated but should not determine the entire grade.)

SPANISH LEVEL I

GRADE 7

In the following example of a language lesson unit, the sample excerpt from a local curriculum guide shows maximum detail by providing learner outcomes, teaching activities, and evaluation strategies. This level of detail minimizes the teacher's task of describing the instructional components in the lesson plan. The example of a gradebook entry shows how progress towards mastery of certain language skills can be documented, if such skills are developed over time.

SAMPLE EXCERPT FROM CURRICULUM GUIDE
SPANISH I, GRADE 7

ESSENTIAL ELEMENT - WRITING

Skills and concepts that result in the production of essential messages and in the communication of everyday situations using basic constructions and simple vocabulary.

SUBELEMENT

Write from dictation

OBJECTIVE

The learner will be able to write a brief passage (3-4 sentences) from teacher dictation of simple familiar material.

SUGGESTED TEACHING ACTIVITIES

1) The teacher reads a passage to the students who have a copy with some words deleted. The students fill in the missing words as they listen.
2) The teacher gives students word, phrase, and simple sentence dictations at the board and/or at their seats.

SUGGESTED RETEACH ACTIVITIES

1) The teacher gives word and phrase dictation from recombined material.
2) The teacher asks small groups of students to dictate words, phrases, and sentences to one another from well-learned material.

SUGGESTED EXTENSION ACTIVITIES

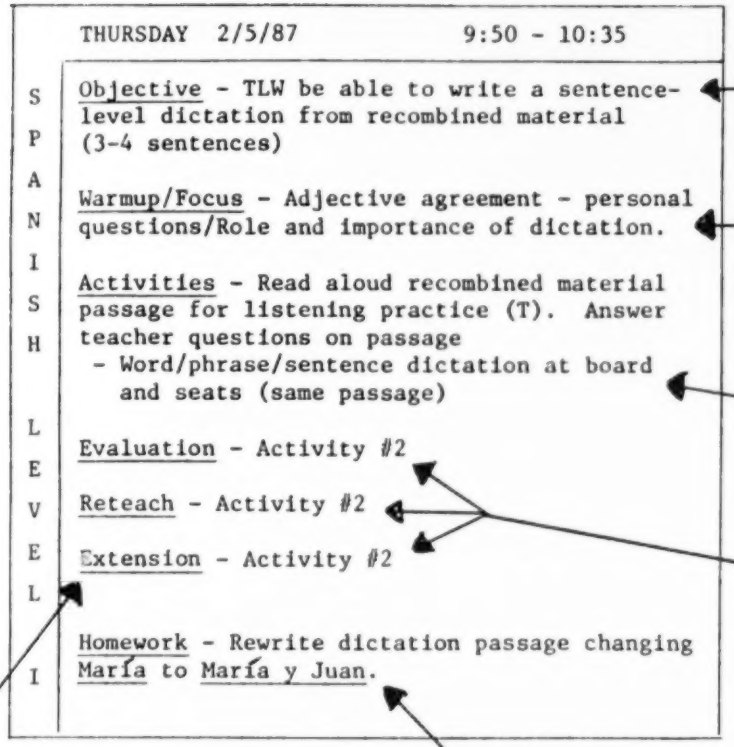
1) The teacher gives passage dictation from previous reading selections. (Sentence - length utterances).
2) The teacher reads several incomplete sentences, which students take down and complete for later use. This may also be done by tape recording.

SUGGESTED EVALUATION ACTIVITIES:

1) The students listen to a taped telephone conversation and take down important information such as the name of the caller, the place the caller is calling from, and an abbreviated version of the message. The teacher checks the accuracy of the message.
2) The teacher reads a sentence, repeats it by phrases, repeats it again for student checking. Same procedure for each of the three or four sentences.

MATERIALS

Persona a Persona 1, MacMillan


THURSDAY 2/5/87 9:50 - 10:35
SPANISH LEVEL I
Objective - TLW be able to write a sentence-level dictation from recombined material (3-4 sentences)
Warmup/Focus - Adjective agreement - personal questions/Role and importance of dictation.
Activities - Read aloud recombined material passage for listening practice (T). Answer teacher questions on passage
- Word/phrase/sentence dictation at board and seats (same passage)
Evaluation - Activity #2
Reteach - Activity #2
Extension - Activity #2
Homework - Rewrite dictation passage changing María to María y Juan.

TLW = The learner will

Relates to previous day's lesson on adjective agreement/Focus sets the stage for how dictation is useful: taking down essential information from the telephone, a lecture, etc.

This material will be a recombination of very familiar material prepared by the teacher, including several instances of adjective agreement from the previous lesson.

This coding relates directly to the curriculum guide -- no additional detail is necessary.

This activity is on tape and does not need direct supervision by the teacher.

The homework assignment would be carefully explained and practiced. Teacher gives students clean copy of dictation used in evaluation activity, and practices with students first sentence to be transformed. Changing singular to plural comes from a previous week's lesson.

Sample Gradebook Entry

FEBRUARY '87				DICTATION (four sent.)					
	M 2	T 3	W 4	TH 5	F 6	M 9	T 10	W 11	TH 12
Abbott, S.				✓					
Anthony, D.				✓					
DiNovo, T.				✓+					
Emory, V.				✓					
Ledbetter, J.				✓					
McMahon, L.				✓					
Randall, T.				✓					
Scafuro, L.				✓+					
Terry, R.				✓−					
Valentine, M.				✓−					

(✓) indicates mastery of the day's dictation activity.

(✓+) indicates mastery to the degree that extension activities should be provided.

(✓−) indicates need for reteaching activities.

Dictation is a skill developed over time. Consequently, while the class period in this instance emphasized development of the skill, mastery cannot be indicated until students have been exposed to multiple dictation activites. The gradebook entry reflects the activity and the progress toward mastery being made. Over the six weeks period, numerical grades would be added, and numerical scores would be assigned to the checks as listed above.

ART

GRADE 8

A comprehensive art curriculum guide that integrates the essential elements into a three-week unit has been developed by this model school district.

Abbreviated lesson plans serve as daily instructional reminders and reference more detailed information contained in the guide.

A variety of both formal and informal measures are used in recording student mastery of specified essential elements and objectives.

SAMPLE EXCERPT FROM DISTRICT CURRICULUM GUIDE

ART, Grade 8

Essential elements are integrated within each unit or lesson

ESSENTIAL ELEMENTS

1. Awareness and sensitivity to natural and man-made environments
2. Inventive and imaginative expression through art materials and tools
3. Understanding and appreciation of self and others through art culture and heritage
4. Aesthetic growth through visual discrimination and judgment

SUBELEMENTS

1. Examine a variety of natural objects
2. Explore art elements
3. Apply art principles
4. Express individual ideas through clay
5. Appreciate art of the past
6. See art of the past through visuals
7. Evaluate artwork of students and past artists
8. Explore application of aesthetic judgment

OBJECTIVES

Essential elements arranged developmentally by district

1. The student will examine art and culture of prehistoric times
2. The student will create an original artform in natural clay
3. The student will observe and discuss characteristics of a variety of prehistoric artwork
4. The student will critique ceramic works of self and others

TEACHING ACTIVITIES

EE #3 →. The teacher will display prints of major prehistoric artworks; introduce and involve students in observing and discussing a variety of prehistoric clay work through slides and the visiting artist (model appropriate use of art vocabulary); have students select and research a prehistoric topic (e.g. Stonehenge, druids, artforms, symbols); and have students prepare and report findings to class (with visuals)

EE #1-2 →. The teacher will involve students in finding and preparing natural clay; in creating and decorating original clay forms with simple tools and objects found in nature (techniques and methods of building, joining, etc.); in transporting and drying clay forms properly; and in building and firing works in a primitive kiln

EE # 4 →. The teacher will lead students in setting criteria for evaluation of their ceramic work (e.g. based on art elements and principles, use of secondary clay and simple tools); in observing, analyzing, interpreting, and justifying statements about the art forms based on informed judgments; and in determining standards for visual display (emphasize communication)

SUGGESTED RETEACH ACTIVITIES

- The teacher will ask student to recall a few characteristics observed in primitive clay works (e.g. from slides, display, and those of the visiting resource person).
- The teacher will ask student to express an idea or feeling in clay (e.g. limit perimeters, such as, " How could you make some interesting texture with your found object?", "Using the round stone you found on the field trip, build and decorate a small pot").
- The teacher will continue to monitor and give positive reinforcement to students while work is in progress.

SUGGESTED EXTENSION ACTIVITIES

- The teacher will discuss strengths and weaknesses of the finished clay piece individually, and ask student to include some of the stronger ideas in another clay work.
- The teacher will introduce new techniques and methods (e.g. burnishing, addition of organic material, experimenting with a variety of found clay bodies, the use of colorants).
- After discussing what the student likes most about this prehistoric unit of study, the teacher will have student select, outline (verbal or written), and complete a challenging project in clay.

SUGGESTED EVALUATION ACTIVITIES

Both formal and informal means of evaluation are used

- Throughout this unit, the teacher will informally check for increased comprehension and knowledge of art skills identified in the objectives through appropriate means such as discussion, written report, verbal presentation, checklist, critique, etc. compared to previous work and to the norm.
- At the end of this unit, the student will:
  - .. recognize the importance of design in nature
  - .. describe characteristics, limitations, and possibilities of working with clay as prehistoric cultures have done
  - .. exhibit ability to use expanding art vocabulary
  - .. show skill and inventiveness in using tools, processes, and materials in visual expression through clay
  - .. demonstrate understanding of the interrelationships of feeling, technique, medium, and process in producing an expressive art form
  - .. produce imaginative and inventive works in clay
  - .. critically evaluate artwork of self and others based on preselected criteria
  - .. demonstrate an open-mindedness toward art of other cultures

RESOURCES

- Quality prints of major prehistoric art (e.g. Stonehenge, Salisbury Plain, England; Ragy Prehistoric Vase, Iran; Earthenware Figure, Predynastic Egypt; and Painted earthenware, Pre-Columian Mexico)
- Art textbook (eg. Clayvork: Form and Idea in Ceramic Design, Davis)
- Library books on prehistoric art and culture (on cart)
- Local ceramic artist to visit with students (e.g. share samples of early ceramic work from private collection, show slides of own work with low-fire pottery, answer student questions)

SAMPLE DAILY LESSON PLAN

ART, Grade 8

MONDAY	7 APR 87	4th Period

The learner will

Objective #3: TLW develop understanding and knowledge of prehistoric cultures

Focus: Relate art prints and slides to beginnings of our civilization

District Curriculum Guide

Activities: CG, p. 107

Reteach/Extension: CG, p. 107

Materials: Art prints and slides

TUESDAY-THURSDAY	8-10 APR 87	4th Period

Objectives #1: TLW research and organize information to gain understanding and knowledge of prehistoric cultures and art

Objective # 3: TLW prepare a written report and class presentation of findings

Focus: Introduce research project, emphasizing importance of each individual's work in class presentations of life and art of prehistoric times and in upcoming activities in building low-fire pottery and a kiln; announce field trip to secondary clay deposit next week

Activities: CG, p. 107

Reteach/Extension: CG, p. 110

Materials: Handout presentation schedule and format; library books and other references; other materials desired for presentation can be brought by students

FRIDAY	11 APR 87	4th Period

Objective #1: TLW develop and extend understanding and knowledge of low-fire pottery

Focus: The teacher will relate samples of low-fire pottery to that of prehistoric cultures; introduce guest

Activities: CG, p. 107

Reteach/Extension: CG, p. 110

Materials: Samples of low-fire pottery brought by guest lecturer

MONDAY AND TUESDAY 14-15 APR 87 4th Period

Objectives #1 and #3: TLW make a class presentation on specified topic to extend understanding and knowledge of prehistoric art and culture

Focus: Reemphasize importance of material presented in class today to Wednesday's field trip activities

Activities: CG, p. 107

Reteach/Extension: CG, p. 110

Note: At end of period, remind students to bring lunch and money for drinks tomorrow

WEDNESDAY 16 APR 87 Field Trip

Objective #2: TLW find and prepare natural seconday clay deposits for modeling

Objective #1: TLW find and select appropriate objects and tools in nature to use in building and decorating a clay form

Objective # 2: TLW create an imaginative clay work for firing

Focus: Review previous learnings and relate to activities for the day (e.g. art elements, principles, nature as source of ideas, techniques, methods)

Activities: CG, p. 107

Reteach/Extension: CG, p. 110

Materials: Plastic buckets, vinegar, shovels, and heavy corrugated boxes and newpapers

THURSDAY 17 APR 87 4th Period

Objective #2: TLW select and use most appropriate techniques for drying ceramic work

Focus: Briefly review yesterday's field trip; prepare pottery for proper drying

Activities: CG, p. 108

Reteach/Extension: CG, p. 110

Materials: Drying boards, clean rags, and plastic wrap

FRIDAY 18 APR 87 4th Period

Objective #1: TLW acquire knowledge and understanding for building and firing a primitive kiln

Focus: Review strengths of prehistoric forms and relate to inventive use of natural materials and tools; have students brainstorm ways to build a kiln that can be fired successfully and outline plans for building and firing Monday and Tuesday

Activities: CG, p. 108

Reteach/Extension: CG, p. 110

Materials: Slides on primitive kilns, transparencies, and chalkboard for illustrations

MONDAY 21 APR 87 4th Period

Objective #2: TLW build a primitive kiln outdoors and gather fuel for firing

Focus: Review Friday's plans for building the kiln; assign tasks; emphasize respect for the environment

Activities: CG, p. 108

Reteach/Extension: CG, p. 110

Materials: Rake, hoe, and shovels

TUESDAY 22 APR 87 4th Period

Objective #2: TLW load the kiln and fire properly

Focus: Review firing procedures; emphasize safety precautions

Activities: CG, p. 108

Reteach/Extension: CG, p. 110

Materials: Greenware and rake

WEDNESDAY	23 APR 87	4th Period

Objective #2: TLW unload kiln and return land to original state

Focus: Relate student feelings and products to those of primitive man; have students identify similarities and differences; discuss environmental care and responsibility

Activities: CG, p. 109

Reteach/Extension: CG, p. 110

Materials: Rake, hoe, and shovels

THURSDAY	24 APR 87	4th Period

Objective #4: TLW participate in critique of finished ceramic forms

Focus: Have students recall and evaluate activities in this unit and ask them to establish some criteria for evaluating their own work

Activities: CG, p. 109

Reteach/Extension: CG, p. 110

Materials: Fired ceramic pieces on display

FRIDAY	25 APR 87	4th Period

Objective #4: TLW plan and prepare informative display on prehistoric art culture and forms, including some of their own work

Focus: Ask students if they could communicate what they have learned to their classmates and teachers visually; have students identify ideas and items to include in the central display case

Activities: CG, p. 110

Reteach/Extension: CG, p. 110

Materials: Available art materials in classroom

More extensive notations should be made in daily lesson plans when new or unfamiliar content or materials are being used in the classroom.

Loose-leaf lesson plans could simplify necessary major changes.

SAMPLE GRADE BOOK

ART, Grade 8

Student evaluation is recorded periodically.

April 1987		8-10		14-15	16-17	25	25	
Student Names	Research Report	Discussion	Class Presentation	Clay work	Critique	Pottery		
1. Bell, Tom		72	√	√	E	C	A	
2. Boseman, Karen		95	√	√	S	B+	A	
3. Carver, June		85	√-	√	E	B+	B	
4. Dorsen, Sue Ann		98	√+	√+	E	A-	A	
5. Dunn, Michael		52/70	√-	-/-	S	C	B-	
6. Emory, Jack		95	√+	√	E	A-	A	
7. Franks, Gazelle		0	√	√-	S	B	B	

Provide additional opportunities for small group presentation →

E = excellent
S = satisfactory
N = needs improvement

√ = mastery
+ = extension
- = reteach

/ = two similar assignments

MATHEMATICS

GRADE 8

The following sample represents a minimal curriculum guide with a necessarily more detailed lesson plan. The grade book sample is a simple system, reflecting two numerical scores each representing mastery data for two objectives.

This is a representatio of a minimal district curriculum guide. The district is undoubtedly in the process of devel oping a more comprehen- sive guide.

Anywhere ISD
Curriculum Objectives
Grade 8 Mathematics

EE 6 The representation of number on a line and pairs of numbers on a coordinate plane

(A) graph on a coordinate plane:

(i) translations and reflections

Prerequisite skills:

The student will be able to:

(1) graph points on a coordinate plane

(2) find the coordinates of a point on the coordinate plane

(3) identify the line of symmetry

Definitions: translation, reflection

Objectives:

861. The student will translate (slide) a point on a graph by changing ordered pairs.

862. The student will translate (slide) a figure on a graph by changing ordered pairs.

863. The student will graph the reflection of a given point (in a line) on a coordinate plane.

864. The student will graph the reflection of a given figure (in a line) on a coordinate plane.

Lesson Plan

Obj. 863, 864 Materials: transparent grid sheets, graph paper, carbon paper

Activities:

Discuss students perceptions of reflection. Examples: mirror, water, body, symmetry.

Using plain paper, illustrate the reflection of a point in a line using carbon paper between the folds of the paper. Repeat with several points, 2 or 3 lines and a figure.

Repeat activity by folding graph paper on the x - axis or y - axis. Read coordinates of the points.

Discovery Questions:

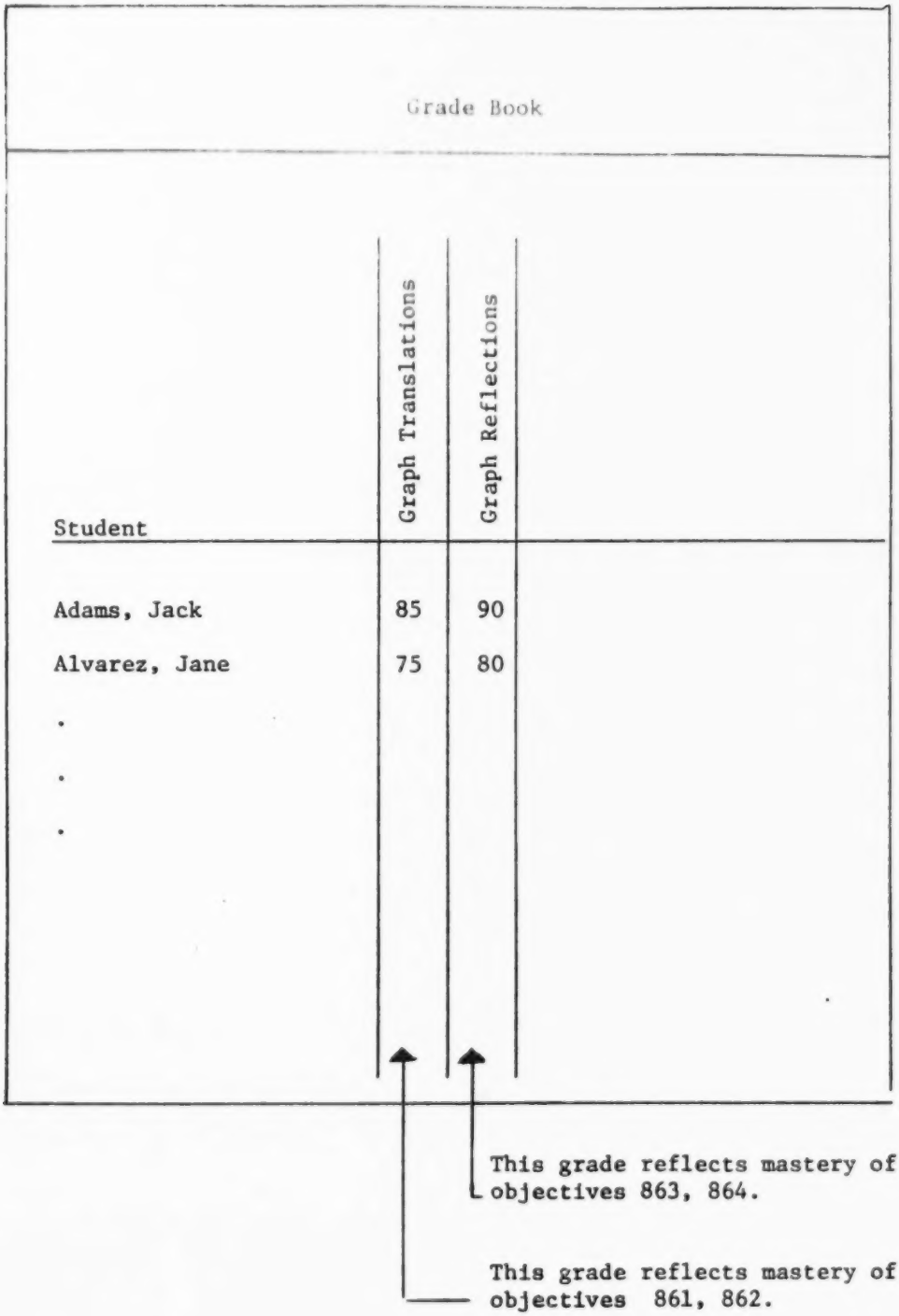
How are reflection coordinates related to the original coordinates? How could you reflect a figure in a line without folding your paper? Make a rule, graph the figure, check by paper folding.

Assignment: bring picture of a reflection to show.
Text p. 380 1-9, p. 381 20-22

Enrichment: Fold the graph paper along any line in the plane. Combine reflections with translations.
Text p. 381, Enrichment 139

Evaluation: Check paper-folding activities for understanding. Written test over Translations and Reflections.

Because the district's existing curriculum guide is sketchy, teachers' lesson plans are necessarily more detailed.


Grade Book
Student
Graph Translations
Graph Reflections
Adams, Jack
85
90
Alvarez, Jane
75
80
This grade reflects mastery of objectives 863, 864.
This grade reflects mastery of objectives 861, 862.

SOCIAL STUDIES

GRADE 8

The sample page from the curriculum guide represents one page from a unit on "Citizens' Rights and Responsibilities." The unit addresses two subelements with four objectives to be accomplished. The lesson plan outlines the teaching of one objective with brief descriptions of the activities for one day.

Documentation of mastery includes classwork, homework, daily tests, and unit tests.

SAMPLE

FROM DISTRICT CURRICULUM GUIDE

COURSE: United States History and Citizenship, Grade 8
ESSENTIAL ELEMENTS: Democratic beliefs and personal responsibility
SUBELEMENTS: (1) identify legal rights, responsibilities, and protection afforded juveniles and adults
(2) understand that legal rights and protection must be balanced with civic responsibilities

UNIT TITLE: Citizens Rights and Responsibilities
TIME: Two weeks (time required will vary depending on length of the list of rights to be studied)
OBJECTIVES:
1. Working with a prepared list of rights, students will develop their ideas and understandings of each right.
2. Students will be able to demonstrate knowledge of accompanying responsibility for each right.
3. Students will be able to apply what they have learned on individual rights to contemporary life situations in "This Is My Life" role-playing and displays.
4. Students will experience how the Bill of Rights applies to historical and contemporary events.

MATERIALS:
1. Student handouts 1,2,3,4
2. Chalkboard, chalk
3. Paper, pen/pencil
4. Props for role-playing
5. Poster board, markers
6. Newspapers, news magazines
7. Glue
8. State-adopted text

TEACHING SUGGESTIONS: After an introductory lecture explaining the topic, divide class into groups of 2-3, then use the listed activities.
1. Using the list of rights, allow each group to develop its ideas of what each right means.
2. Using information from each group, record a consensus of what each right means.
3. Distribute a handout for each student on what each right means for comparison to student consensus.
4. Allow each group to develop its ideas of the accompanying duties or responsibilities that go with each right.
5. Prepare a handout for the students with (a) rights, (b) what each right means, and (c) duties/ responsibilities.
6. Have groups or individuals present skits of real-life situations demonstrating to the class the rights and corresponding duties/ responsibilities.

SAMPLE

LESSON PLAN ← Designed for one period of instruction

Links to elements and subelements in CG →

Objective #1: Students will develop their understanding and ideas of the Bill of Rights by completing handout.

Procedures/Activities:

(1) Briefly review the origin and purpose of the Bill of Rights.
(2) Divide students into groups and choose a recorder.
(3) Distribute Handout #1.
(4) Students discuss then write meaning of each right.

Materials:

(1) Student Handout #1
(2) Paper and pens/pencils
(3) Textbook copy of the Bill of Rights

Lists indicate work has been completed. A check in the grade book indicates completion. →

Evaluation: Group list and individual list from Handout #1

Homework: Each student brings one news story from paper or magazine concerning a right.

Can be used for extension and/or reinforcement and to provide application of concepts of lesson to real-life situations. Completion of assignment can be registered in grade book.

SAMPLE

GRADE BOOK ENTRIES

Other work, test, grades, etc.

	Rights list	Rights homework				Unit test-Rights	
Aquirre, Joe	✓	✓	B	87	✓	75	
Arnold, Susan	✓	✓	B	67	-O-	68	
Bennecke, James	✓	-•-	A	89	✓	82	
Burros, Josephine	✓	✓	C	94	✓	96	
Castro, Susan	✓	✓	C	79	✓	88	
Dimmitt, Arnold	✓	-O-	F	40	-O-	50	
NOTE: For students close to the cut-off score in numerical grades, checks are assigned a median computational score and averaged in to decide the final six weeks grade.							

Indicates need for further remediation, tutorial, special testing, etc.

Indicates probable need for reteaching; teacher may wish to do informal reassessment.

Documents completion of work done

Documents homework turned in

Unit exam grade

EXAMPLES, GRADES 9 - 12

ENGLISH LANGUAGE ARTS

GRADE 9

The following sample lesson plans include an excerpt of a detailed curriculum guide which allows the lesson plan to be less specific than the teacher might otherwise find necessary. These lesson plans show only two days of a long-term unit which incorporates eight essential elements.

The sample grade book entry exemplifies one alternative method of assessment of student performance, using both check marks and numerical grades.

SAMPLE EXCERPT from CURRICULUM GUIDE — ENGLISH I
GRADE 9

UNIT THEME: Understanding Old People, Thereby Helping to Dispel Prejudice

Essential Elements to be incorporated (Chapter 75, Section 61)

Literature
Recognize cultural attitudes and customs in literary selections.
Recognize the major differences among poems, short stories, plays, and nonfiction.
Use basic literary terminology.
Recognize point of view in literary selections.

Writing
Write descriptive, narrative, and expository paragraphs.

Language
Choose appropriate words to convey intended meaning.

Reading
Expand vocabulary.
Identify the stated or implied main idea of a selection.
Draw conclusions and make inferences.

Objective
The teacher will provide a variety of selections from which the student can readily observe differences among poems, short stories, plays, novels, and nonfiction, and to which students can apply basic literary terminology. The teacher will also provide selections from which the student can recognize and note cultural attitudes and customs. The teacher may incorporate the additional essential elements listed at the appropriate times during instruction.

MATERIALS

1. Poems

Rick Tamplin, "Poem for my Father"
Leonard Adamé, "My Grandmother Would Rock Quietly and Hum"
Phyllis McGinley, "First Lesson"
Dylan Thomas, "Do not Go Gentle into that Good Night"
e.e. cummings, "old age sticks"

2. Short stories

Ray Bradbury, "Good-by, Grandma"
Robert Cormier, "The Moustache" and "Guess What? I Almost Kissed My Father Goodnight"
Quentin Reynolds, "A Secret for Two"

3. Plays

John Steinbeck, The Leader of the People
James Henshaw, The Jewels of the Shrine

4. Novels

Vera & Bill Cleaver, Queen of Hearts
Paul Zindel, The Pigman
Hila Coleman, The Amazing Miss Laura
Norma Fox Mazer, A Figure of Speech

5. Nonfiction

Selections from Growing Up, Russell Baker

SAMPLE COMPOSITION ASSIGNMENT - the Descriptive Paragraph

Step 1 - Determine from whose point of view the selection is written. Now describe in 1-2 sentences the grandmother in the poem; describe in 1-2 sentences the grandmother in the story. Use as much specific description as possible.

Step 2 - Based on the ideas in the selections read thus far, write two general statements about old people. Examples:

Not every old person is afraid to die.
or: Older people usually enjoy telling about their young years.

Step 3 - Choose one of your general statements from Step 2. Write a rough draft of a descriptive paragraph proceeding from the general (#2) to the specific (#1) citing examples from 2-3 selections if possible.

Step 4 - Write the descriptive paragraph for a grade. Example:

Older people usually enjoy telling about their young years. Adamé's grandmother told him about memories of her girlhood such as...

SAMPLE EXTENSION ACTIVITIES

TLW 1. Write an original poem, short story, play, or non-fiction account regarding a young person-old person relationship.

2. RESEARCH a) explore old people in careers (Casals, Picasso, O'Keeffe, Nevelson, etc.); b) find out how old people are portrayed in cartoons, movies, TV commercials; c) investigate why old people talk so much about social security and medical care.

3. Visit a nursing home, and write down suggestions for improving such environments.
4. Design a retirement community complete with activity programs, rules, etc.
5. Group of 4 - prepare and debate "Old people over 60 should be confined to special, separate communities."
6. Prepare a brochure for realtors on "What Homes for Old People Should Include" (private homes equipped with...)

SAMPLE EVALUATION STRATEGIES

1. Short tests/quizzes appropriate for evaluating knowledge-level and recall information or for evaluating progress in reading and listening skills.
2. Compositions or written discussions when appropriate for evaluating the literature of the unit. Example: Choosing from the selections read, students may write a discussion comparing or contrasting a) two characters, b) two writing styles, c) two approaches/treatments of the topic of old age, or d) the relative success of different genres for dealing with this topic.
3. Possible end-of-unit tests:
   a. Students can write and react (agree or disagree) to one of the following statements using specific details from selections that have been read to agree or disagree -

      1) A believable plot makes one regard a story as serious and important.
      2) Realistic characters stimulate curiosity and imagination.
      3) An important and vital idea gives something to ponder long after the story/poem/play/essay is finished.

   b. Using the following statement as a topic sentence, students should compose arguments using specific details from all the selections read: "I think (author #1) is more/less successful in helping us understand the problems of old people than (author #2). He/she is more/less successful because his characters (or his word choice or his compassion)....
      He achieves this mainly through the use of...."

   c. Students may be assigned a new, unfamiliar selection. After reading the selection, students are to compose a paper that includes the following:
      1) identification of genre by giving specific characteristics, e.g., "This selection is a play written in dialogue form with stage directions and divided into scenes and acts. It has...."
      2) ten of the terms from the literary terms vocabulary list they have been keeping.
      3) many specific details from the selection to support their identification/choice.

SUGGESTED TEACHING ACTIVITIES:

1. Presenting selections to be studied:

The teacher should use a variety of media and modes including audiotapes, video tapes, recordings, films, reader's theatre, and guest speakers to present the material. For example, the school's drama class could videotape an informal performance of one of the plays listed for this unit, and the tape could be used by the English classes. A radio announcer or an actor in the community could read the poems on tape. Several students in the class may be asked a few days early to prepare to read a play for the class.

2. Providing opportunities for reactions to literary selections.

a. The teacher may lead the class in a question-answer discussion. The questions might ask for factual information about the characters or situation in the piece of literature (What age is the grandson in this story?). The questions may involve basic literary terms (What is the setting of this story?), new vocabulary words (What does geriatrics mean?), or new meaning for familiar words (seniors). Discussion may include information about the characteristics of different genres and recognition of the point of view from which selections are written (What limits does a playwright have that a short story writer does not have? What limits does a poet have?). The teacher might plan so that several questioning strategies are used and different learning styles of students are considered.

b. The teacher may divide the class into small groups to work on a problem such as a one-sentence summary of "Good-by Grandma." They can list specific ways the ideas in these selections relate to current commercial films such as Cocoon and Back to the Future. Small groups of four may research and debate a topic such as "Old people over 65 should be confined to special, separate communities."

c. The teacher should ask students to react by writing.

1) After reading from Growing Up, students may be asked to write a journal entry that ties the selection to a similar personal experience, e.g., memory writing.

2) Students may be asked to write so that the idea of a selection is used in another genre, e.g., The Amazing Miss Laura, a novel, would be written as a short play, or "Poem for My Father" would be written and developed as a short story.

3) Students could assume the character from one selection and write a letter as that person. For example, one

could assume the character of Jody's mother in The Leader of the People and write a letter to a member of the family living away, telling of her father's visit and the conflicts that became apparent during his visit.

4) Students may write an argumentative discussion supporting their opinions with specific examples from the selection. An example would be to contend that the cultural views and attitudes held by young people in The Pigman about old people and death and relationships between second and third generations are accurate or are inaccurate.

5) Before they read The Amazing Miss Laura, students may be asked to do a prewriting exercise with one of the following dilemmas:

   a) Josie, the high school girl working for Miss Laura, finds the cook taking home to her family some of Miss Laura's ham. If you were Josie, how would you react? What would you do?

   OR

   b) Josie finds Michael, Miss Laura's nephew, taking an antique china platter from the cellar; he thinks he can sell it for a good price, and Miss Laura won't even miss it. How would you react if you were in Josie's place?

   After students complete the novel, the writing activity can continue as a compare/contrast before-and-after-reading-the-book paper.

Monday, October 6, 9-9:59 English I	Tuesday, October 7, 9-9:50 English I
Objective 1 TLW be able to cite/identify the major characteristics of the forms of poetry and short story. Objective 2 TLW increase his/her understanding of old people. Objective 3 TLW identify the main idea of the literature selections. Focus Handout - Students react (disagree, agree) to 10 generalizations about old people in our society. Activities - Teacher shows 4-5 slides of family groups or gatherings which include grandparents and asks students: a) how many have had close relationships w/g'parents, b) how many have infrequent encounters w/g p, c) how many know about g p only through the descriptions of someone else? - TLW listen to tapes (looking at copy) of poem by Adamé and story by Bradbury. Homework See CG - assign Step 1 of "Descriptive Paragraph" for this unit.	Objective 1 Same as Monday Objective 2 Same as Monday Objective 3 Same as Monday Focus Teacher directs students to list as many differences as possible in the form of a poem and the form of short story. (5 min.) Activities - Using the o.h. teacher writes answers provided by students. - Teacher continues to list o.h. any characteristics not suggested by students. - Teacher shows prepared checklist/specifications o.h.-one for poem, one for short story, to be used as unit progresses. TLW copy. Reinforcements Read poem by Tamplin; use above specs for discussion. Follow-up on Monday's homework. Class discussion: what was each writer's purpose in writing the selection? Do you feel each accomplished his purpose? Homework See CG - assign Step 2 of "Descriptive Paragraph" for this unit.

105.

O.H.: On the overhead projector

Lesson Plan - p. 6

Reteaching and Extension activities are not used in this introductory work but are used later in the unit's work.

See CG for list of other appropriate choices.

Specifications on p. 53 of Handbook.

This lesson plan is more detailed because the teacher feels more comfortable this way. Neither proper documenting nor teacher appraisal requires this level of detail.

SAMPLE GRADE BOOK ENTRY

	10-6	10-7	10-8	10-9	10-10	
Abner	✓	✓	90			
Bellows	0	✓	80			
Cothren	✓	✓	100			
Dennis	✓	0	70*			
Ethridge (IEP)	✓	✓	80			
Moore	✓	✓	100			
Rogers	✓	0	50*			
Taliaferro	✓	✓	90			
Ulrich	✓	0	70*			
Weaver	0	✓	60*			
Zeller	0	✓	90			
	Step 1 Homework completed	Step 2 Homework completed	Check-for-Understanding Quiz (char. of po. & ss.) *some reteaching necessary	Step 3 Homework completed	Step 4 Descr. par. completed	

Step 1 = 5 points
Step 2 = 5 points
Step 3 = 10 points
Step 4 = 80 points

Performance evaluation is used for Steps 1, 2, and 3; that is, if the student completes the assignment as directed on time, he/she receives the points. If a student does not do preliminary steps, he/she cannot get more than 80 on the final grade.

SPANISH LEVEL I

GRADE 9

In the following example for Languages, the sample excerpt from a local curriculum guide shows maximum detail by providing learner outcomes, teaching activities, and evaluation strategies. The lesson plan sample shows how, with more than one essential element covered in a lesson, the level of detail is reduced by the references to the curriculum guide. The gradebook entry illustrates a method of evaluating oral skills and entering a composite score which indicates progress towards mastery of that skill.

SAMPLE EXCERPTS FROM CURRICULUM GUIDE
FOR OBJECTIVES TO BE TAUGHT
(Spanish, Level I, Grade 9)

I. ESSENTIAL ELEMENT - SPEAKING

Skills and concepts that result in the ability to respond to most routine questions, statements, and commands; to speak intelligibly and use vocabulary sufficient to express oneself simply; and to discuss situations relevant to everyday life.

SUBELEMENT

Use expressions needed for daily life situations

LEARNER OUTCOMES

The student will use expressions appropriately in daily life situations.
The student will use request forms appropriate to the classroom in the course of the semester.
The student will use the target language to ask permission.
The student will use the target language to express emotions.

TEACHING ACTIVITIES

After introducing basic request forms for use in the classroom, the teacher encourages the students to use them in the course of each class session. Example ¿Me permite...? ¿No entiendo? ¿Cómo se dice?

After introducing the use of the verb poder as a means of requesting permission, the teacher has the students request an object from their partners in groups of three.

The teacher sets up a roleplaying situation, assigns the student a role, then directs the student to perform certain functions in that role.

EVALUATION

The teacher tells the student to imagine he is in a bank, that he needs to exchange a traveler's check, that he discovers he does not have a pen or a pencil, and that he needs to ask someone to borrow a pencil.

MATERIALS

Nuestros Amigos, Harcourt Brace Jovanovich

II. ESSENTIAL ELEMENT - CULTURE

Concepts that result in the production of essential messages and in the communication of everyday situations using basic constructions and simple vocabulary.

SUBELEMENT

Understand that behavior is conditioned by culture.

LEARNER OUTCOME

The student will observe instances of behavior in the target culture that are unfamiliar.

TEACHING ACTIVITIES

The teacher provides the students with a phrase list of explanations to inject in conversation to offset any inadvertent missteps in communication such as "I don't speak X fluently yet. Would you repeat that? Could you speak more slowly/louder?" Students then practice the phrases while matching them to situation descriptions where the phrases might be used.

EVALUATION

The teacher observes and takes note of a student's ease and frequency in the use of the phrases taught.

MATERIALS

Nuestros Amigos, Harcourt Brace Jovanovich
Teaching Culture (Seelye), National Textbook Company

SAMPLE LESSON PLAN

TLW = The learner will

SPANISH 110. LEVEL I

MONDAY 4/13/87 9:50 - 10:45	TUESDAY 4/14/87 9:50 - 10:45
Objective #1 - TLW be able to use expressions needed for daily life situations (permission with poder).	Objective #1 - same as Monday (4/13/87)
Objective #2 - TLW understand that behavior is conditioned by culture.	Objective #2 - same as Monday (4/13/87)
Warmup/Focus - Review of prepositions of location with personal questions/situations requiring asking permission: classroom (may I open the window, close the door, etc.) Relate to cultural behavior and its uniqueness.	Warmup - Situations by teacher requiring students to ask permission. Focus - same as Monday (4/13/87), stressing how politeness differs between/among cultures
Activities - Pattern drill, page 133 - Exercise, page 133 - Roleplaying (in curriculum guide)	Activities - roleplaying (in guide) additional examples
Reteach - Exercise, page 133	Reteach - roleplaying activites used on Monday
Extension - Small group roleplaying	Extension - Additional small group roleplaying
Review infinitive forms of verbs from previous lessons.	Evaluation - (in curriculum guide)
Homework - Incomplete sentences to be completed with appropriate infinitive or form of verb poder.	Homework - Invent a four line dialog (two persons) to be presented with a partner in class; dialog uses a situation requiring a request for permission using poder.

Two objectives are to be taught. Objective #1 will be formally evaluated on the following day. Objective #2 will be evaluated at a later time.

This activity reflects material studied previously to be reviewed today for use in expressions requesting permission.

This lesson plan is more detailed because the teacher feels more comfortable this way. Neither proper documenting nor teacher appraisal requires this level of detail.

Lesson Plan - p. 3

Sample Grid Entry
for Speaking

	Abbott	Anthony	DiNovo	Emory	Ledbetter	McMahon	Randall	Scafuro	Terry	Valentine
Communication	3	2	1	2	2	3	1	3	3	2
Grammar	2	2	1	2	2	2	2	2	2	2
Pronunciation	2	2	1	2	2	2	1	2	2	2
Vocabulary	3	2	2	3	3	3	2	3	2	3
COMPOSITE	10	8	5	9	9	10	6	10	9	9

Evaluation activity is judged according to the four criteria:
Communication - 3 pts.
Grammar - 2 pts.
Pronunciation - 2 pts.
Vocabulary - 3 pts.

Composite - 10 pts.

Conversion for gradebook:

10: 100, 9: 90; 8: 80, etc.

Gradebook Entry

							SPEAKING (PERMISSION)			
Abbott							100			
Anthony							80			
DiNovo							50*			
Emory							90			
Ledbetter							90			
McMahon							100			
Randall							60*			
Scafuro							100			
Terry							90			
Valentine							90			

The function of "asking permission" will be evaluated several times. The grade here represents progress toward mastery in this skill.

* Asterisk indicates remediation need.

MATHEMATICS

GEOMETRY

This sample lesson plan includes a comprehensive curriculum guide with district objectives coded to essential elements, suggested activities, evaluation methods, and materials suggested. The lesson plan is accordingly fairly brief and optionally addresses the various stages of the lesson cycle.

Mastery and reteaching data are recorded in conjunction with numerical grades.

SAMPLE EXCERPT FROM CURRICULUM GUIDE

FOR GEOMETRY

ESSENTIAL ELEMENT 4: Some basic postulates and theorems

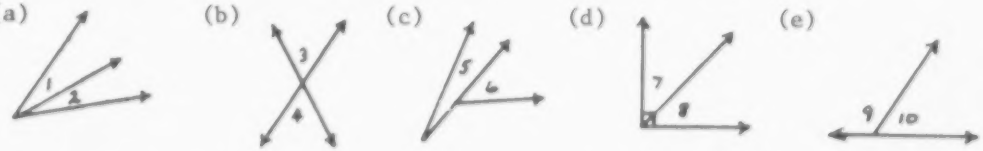
SUBELEMENT 4.3: Understand angle relationships

OBJECTIVE 1: Given a pair of angles, the student will identify them as complementary, supplementary, vertical and/or adjacent.

SUGGESTED TEACHING ACTIVITIES:

1) Put pairs of angles on the blackboard or overhead projector, such as

(a) (b) (c) (d) (e)



Identify the pair of angles that are supplementary, complementary, vertical, and/or adjacent.

2) Have students develop definitions through examination of these and other examples, working in groups of four.

3) Formalize the definitions and extend to the study of angle measures and problems.

SUGGESTED EVALUATION:

1) Informal: Show pairs of angles on the overhead projector and have students classify them by showing one, two, three, or four fingers for complementary, supplementary, vertical, or adjacent.

2) Formal:

   a) Give students drawings of angles and have them classify the angles using paper and pencil.
   b) Have students draw angles according to given classifications.

SUGGESTED MATERIALS:

   a) Holt Geometry, p. 23-29, Holt, Rinehart, Winston Pub. Co.
   b) Geometry, p. 40-44, Scott, Foresman Co.

SUBELEMENT 4.4: Use right angle theorems

.
.
.

This will be ready as students enter the classroom.

This is a small group activity designed to motivate and solidify understanding.

SAMPLE LESSON PLAN

TUESDAY 1/20/87 GEOMETRY

Objective: Given a pair of angles, the student will identify them as complementary, supplementary, vertical, and/or adjacent.

Focus: Show geometric figure on overhead projector and ask students to see how many angles they can find. Discuss.

Activities: Definition activity (p. 38, Geometry Curr. Guide)

Check for Understanding: Guided practice:
Text: p. 29, Oral Exam: 1, 6, 10, 16, 23
Walk around the classroom to check individual work.
Reteach small groups if necessary.

Independent Practice: Assign for homework:
Text: p. 29, # 4, 8, 11, 17, 22, 28

(✓) Mastery of day's activity on objective

(✓-) Mastery - but should review to reinforce

(-) No mastery - need reteaching

SAMPLE GRADEBOOK ENTRY

January 1987		4.3 Angle Relationships						
	M 19	T 20	W 21	TH 22	F 23	M 26	T 27	W 28
Avery, Sue		✓ 92						
Billings, Fred		✓- 84						
Buchanan, Lisa		63						
Cannopy, Luis		✓ 88						
Dundus, Elisa		✓ 99						
		Homework assignment, p.29						

Periodic review is encouraged to maintain student mastery.

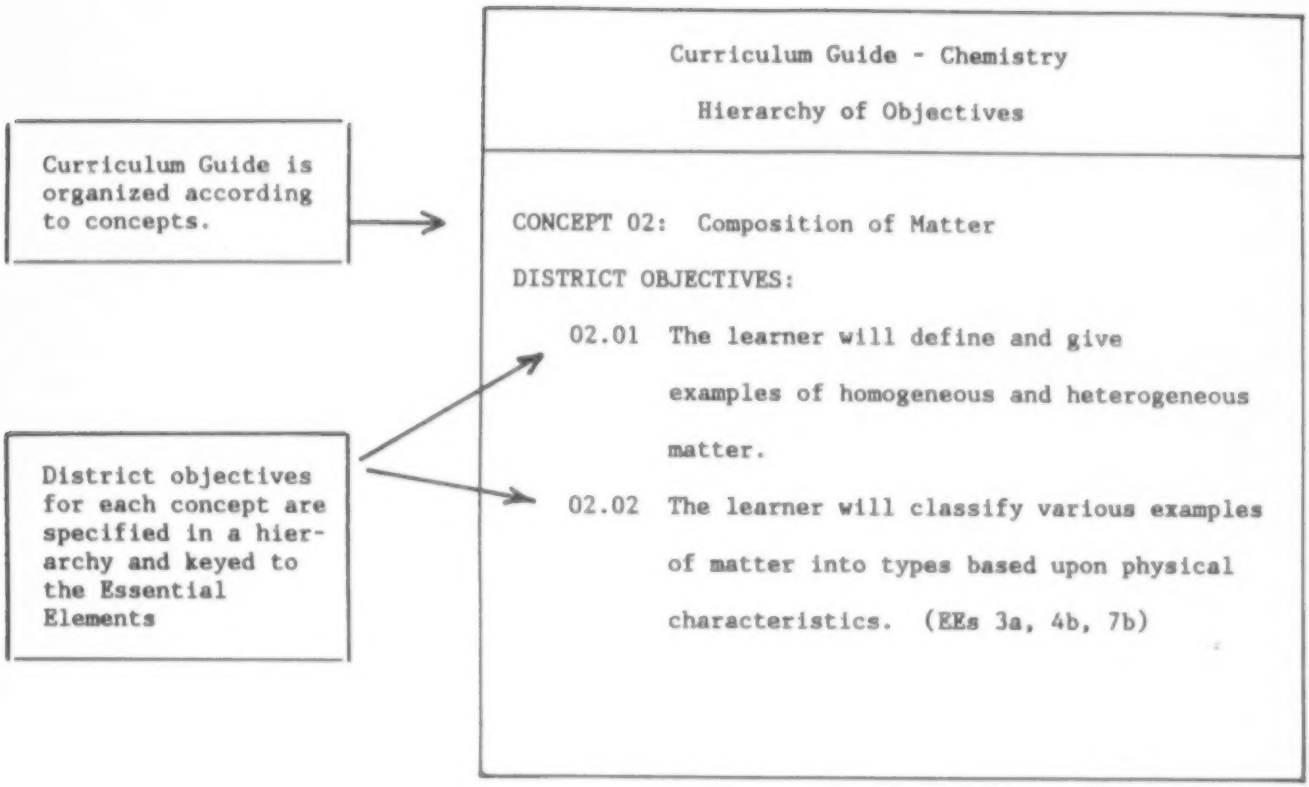
SCIENCE

CHEMISTRY I

The curriculum guide is divided into two sections: a hierarchy or developmental sequence of objectives keyed to the science essential elements and activities for teaching each objective. The guide is organized according to concepts rather than essential elements. More than one teaching activity is provided for the objective, although in the sample only one activity is illustrated.

The lesson plan is brief because the detail in the curriculum guide is extensive. Only a reference to the activity is necessary.

The grade book depicts two methods of documenting student performance. The method used depends on the nature of the task at hand.


Curriculum Guide is organized according to concepts.
District objectives for each concept are specified in a hierarchy and keyed to the Essential Elements
Curriculum Guide - Chemistry
Hierarchy of Objectives
CONCEPT 02: Composition of Matter
DISTRICT OBJECTIVES:
02.01 The learner will define and give examples of homogeneous and heterogeneous matter.
02.02 The learner will classify various examples of matter into types based upon physical characteristics. (EEs 3a, 4b, 7b)

CURRICULUM GUIDE - CHEMISTRY I
INSTRUCTIONAL ACTIVITIES

OBJECTIVE 02.02: The learner will classify various examples of matter into types based upon physical characteristics.
ESSENTIAL ELEMENTS: 3a, 4b, 7b

MATERIALS: A variety of materials such as milk, Kool-Aid, granite, iron, NaCl, copper, plastic, glass, etc.

TIME: 1 class period

A second part of the Curriculum Guide provides teaching activities for each district objective specified in the Hierarchy of Objectives

Activities:

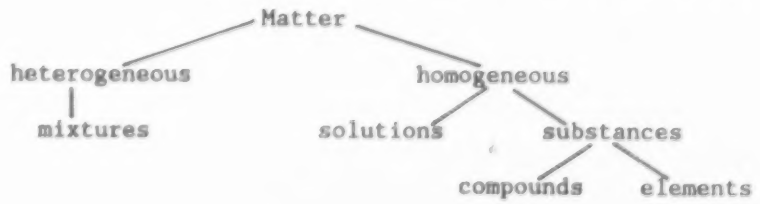
1. Focus: Review the definition of heterogeneous and homogeneous using examples.

   State the lesson objective

   Explanation/Modeling: Display various types of matter from the categories of heterogeneous, homogeneous, mixtures, solutions, compounds, and elements. Identify the objects as matter. Ask, "Given the physical properties of these materials, is it possible to classify them into groups?" Allow a few minutes for discussion. Explain how scientists classify them into mixtures, solutions, compounds, and elements, using the samples displayed.

   Guided Practice: Given a variety of types of matter, the student will classify the materials according to mixtures, solutions, compounds, or elements using physical properties.

   Closure: Using class discussion, construct a concept map on the types of matter:



Curriculum Guide - Chemistry I
Instructional Activities (Continued)

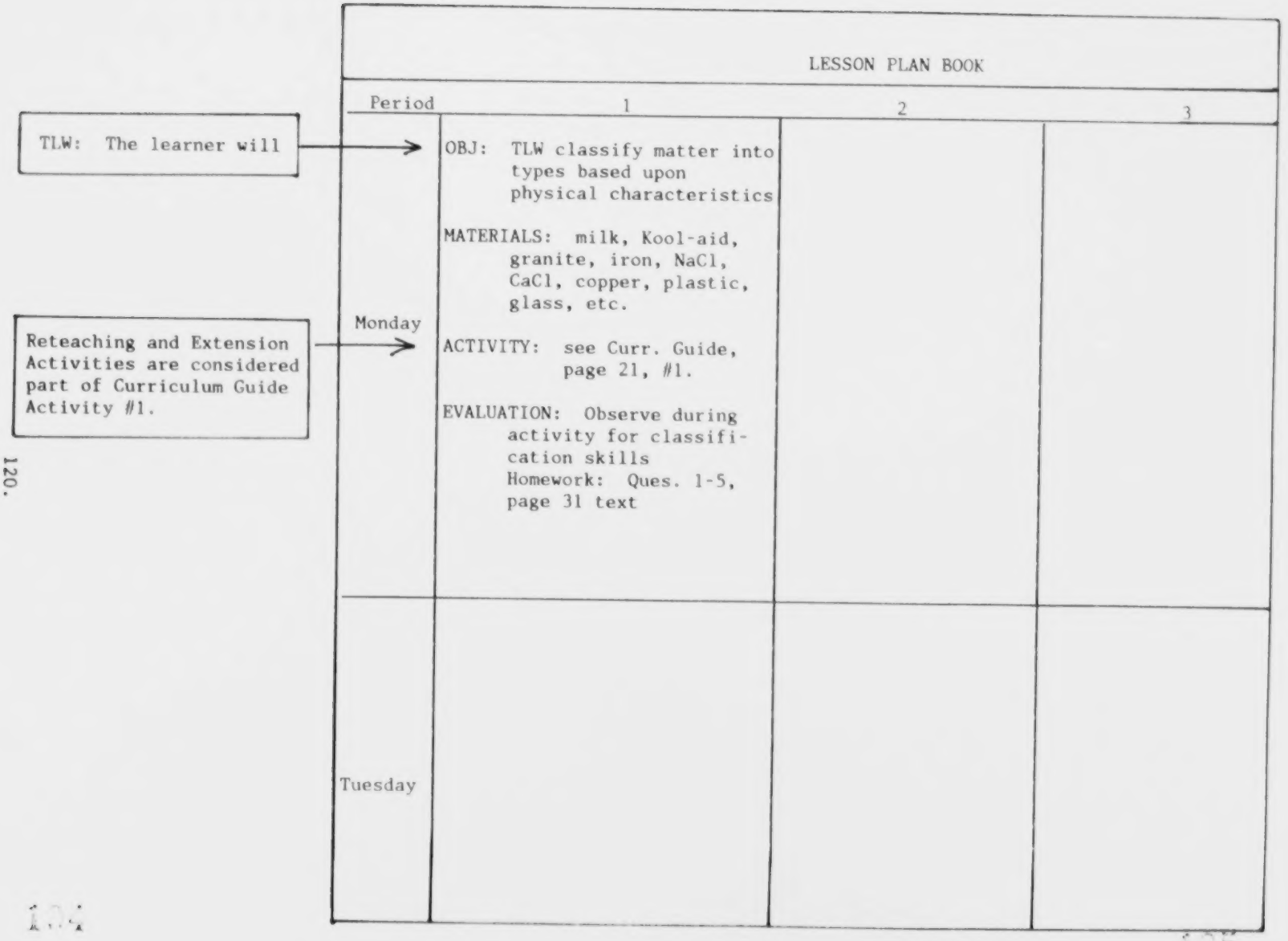
Evaluation: Informal observation of students during activity to assess classification skills.
Test items on classifying various materials as heterogeneous or homogeneous. Test items on classifying various homogeneous materials as solutions, compounds, or elements.

Reteach: Have students view filmstrip "The Classification of Matter." Discuss with students the components of heterogeneous, homogeneous, solutions, substances, compounds, and elements. Provide guided practice activity.

Enrichment: Have students investigate "gelatin" and classify it. Justification for their classification should be provided.

← Gifted and Talented 11th grade chemistry students could be taken to a local college campus for chemistry enrichment.

There may be many teaching activities provided for each objective.


LESSON PLAN BOOK
Period
1
2
3
TLW: The learner will
OBJ: TLW classify matter into types based upon physical characteristics
MATERIALS: milk, Kool-aid, granite, iron, NaCl, CaCl, copper, plastic, glass, etc.
Monday
Reteaching and Extension Activities are considered part of Curriculum Guide Activity #1.
ACTIVITY: see Curr. Guide, page 21, #1.
EVALUATION: Observe during activity for classification skills
Homework: Ques. 1-5, page 31 text
Tuesday

120.

Daily Lesson Plan - p. 4

Grade Book

Name	Class Participation	Data Sheet	Laboratory Technique	Rate of Growth Test	
Adams, Ann	S	✓	E	90	
Houston, Jimmy Joe	I	✓	S	87	
Lee, W. Hope	U	✓	E	75	
Smith Avery	E	✓	S	96	

E = Excellent

S = Satisfactory

I = Needs improvement

U = Unsatisfactory

✓ = Completion of data collection sheet

Note: Letter grades and checks are given a numerical equivalent for computation of the six weeks grade should a student not fall clearly into a numerical category based on rate of growth test scores and weighting patterns described by the district grading policy.

Science, Chemistry I 6 wks. from 9/87 to

EXACT REPLICA OF A GRADE BOOK

	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
Adams, Ben	87	96	100			80				96					
Al-Saadi, Maddy	91	94	96			85				94					
Barrett, Warren	94	92	90			89				92					
Bilsky, Jeanine	76	90	100			86				88					
Bloom, Heather	71	91	95			84				96					
Carruthe, Ken	89	88	92			78				78					
Crawford, Kelly	98	89	90			76				82					
Crump, Bill	96	93	99			88				84					
Davis, Brooke	92	87	94			90				93					
De Roos, Vinson	85	83	100			79				96					
Dodson, Dean	92	87	93			78				95					
Farahat, Sarah	79	91	95			82				89					
Finklea, April	86	79	88			78				70					
Fisher, Janet	87	88	94			75				84					
Fountain-Chambers, Dan	90	98	99			90				98					
Gomez, Alicia	97	95	98			90				98					
Gorky, Jacob	90	99	96			88				99					
Hearn, Nita	99	89	89			75				93					
Lee, Ned	88	93	100			78				96					
Li, Chen	90	89	95			85				92					
Montgomery, George	86	90	99			85				90					
Perez, Flo	92	99	92			86				88					
Royal, Edith	78	96	88			76				79					
Saxon, Milly	86	82	96			80				84					
Secunda, Paul	88	91	99			82				89					
Smith, Lydia	90	89	100			84				91					
Trevino, Oralia	93	90	96			86				88					
Tucker, Zavalia	89	94	98			90				80					

Lab: Classify a variety of materials

Lab: Physical & Chemical Properties

Problem Set #10

Lab: Factors Affecting Solubility

Chapter test

C	D	F	Total

A	B	C	D	F

18th week Extra week

T W T F M T W T F

SPECIAL SPECIAL DAILY TEST SIX WEEKS GRADE

KEY

90-100 = A 75- 79 = C
80- 89 = B 70- 74 = D

69-below = actual number grade earned. A school district may, at its discretion, record a 50 for any numerical grade earned that is lower than 50.

HEALTH

GRADES 9-12

The following sample consists of:

- sample excerpt from a district curriculum guide
- sample lesson plan
- suggested format for computing six week numerical scores

The lesson plan addresses specific content--the importance of locus of control in the treatment of alcoholics and their families. This specific content was selected by the teacher to illustrate the concept of locus of control as it relates to all drug abuse. The weekly record allows the teacher to make a judgment about students' participation in the processes that bring about mastery and to provide immediate help or motivation before failure occurs. The teacher's judgment comprises only 30% of the grade, while formal testing procedures that are identified on the Six Week Composite Score Form comprise 70% of the grade.

SAMPLE CURRICULUM GUIDE
Health

ESSENTIAL ELEMENT: Concepts and skills that foster individual personal health

SUBELEMENT: Demonstrate responsible behavior concerning alcohol, tobacco, and other drugs

OBJECTIVE: TLW (the learner will) relate the concept of locus of control to strategies for avoiding drug abuse.

SUGGESTED TEACHING ACTIVITIES

1) Teacher explains the concept of locus of control and provides examples of risks that are within and outside of a person's locus of control.

1) Students work in groups to study common risks and to identify strategies for enlarging locus of control related to the risks.

SUGGESTED RETEACH ACTIVITIES

1) Students place descriptions of situations along a continuum that ranges from small locus of control to large locus of control.

2) Teacher describes modifications to common situations and emphasizes factors that determine whether the person's locus of control is shrinking or expanding as a result of each modification.

SUGGESTED EXTENSION ACTIVITIES

1) Students view a prepared role play and identify the risk and the strategy for enlarging locus of control.

2) Students evaluate the effectiveness of one of three strategies for enlarging locus of control as a homework assignment.

MATERIALS

Teenage Health Teaching Modules. Education Development Center, Inc.

Pamphlets [illegible] the Texas Commission on Alcohol and Drug Abuse

Alcohol In[illegible]ion Module. American Red Cross

Modern Health. Otto. Holt, Rinehart & Winston

Drugs Of Abuse. U.S. Department of Justice

This concept is common to several health topics addressed in the course

TLW = The learner will

SAMPLE LESSON PLAN
Health
Wednesday, September 25

Objective #1: TLW recognize the progression of the disease of alcoholism.

Objective #2: TLW relate enlarged locus of control to treatment for alcoholics and their families.

Focus of Lesson: Sponge activity--Assemble TCADA chart that shows phases of addiction and recovery. See curriculum guide.

Activities

P. 173 of textbook. Groups of 4--Twelve signs of problem drinking related to chart.

T discussion--effects on family members

T discussion--family members enlarging locus of control

Reteach

Describe general process of illness and recovery. Compare "getting worse" to "getting better." Label chart.

Extension

One minute audio tapes--Claudia Black research. See curriculum guide.

Closure

Make note cards for research projects.

Evaluation

Observation during groups of four discussion (Evaluation A)

This is the lesson plan code that appears on the weekly record for this day.

Another aspect of student evaluation

SIX WEEK COMPOSITE SCORES

Dates 9/2 — 10/6

LEVEL	COGNITIVE	AFFECTIVE
1	Evaluation Synthesis	Characterization Organization.
2	Analysis Application	Valuing
3	Comprehension Knowledge	Responding Attending

Progress Indicator

Student Name	Quiz 1 9/11/10			Quiz 2 9/25/10			Quiz 3 10/2/10			Research Project /20			6 week test /20			Subtotal	Weekly Record /30						Total
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3		1	2	3	4	5	6	
Burton, A	6	4	-	4	3	2	4	4	2	-	-	19	8	8	4	62	5	5	5	5	5	5	92
de Leon, H	6	4	-	2	2	0	4	4	1	-	-	16	8	8	4	62	5	5	4	5	5	5	91
Fries, C	3	2	-	4	4	1	3	4	2	-	-	18	8	7	3	59	3	5	4	5	5	5	84
Gallo, S	5	4	-	4	4	2	4	3	2	-	-	18	8	8	3	65	5	5	5	5	5	5	95
Holub, M	3	3	-	3	3	1	4	3	0	-	-	15	6	6	1	48	3	5	3	5	5	4	71

No Level 3 objectives were tested on Quiz 1

Weight toward six week grade

Result of teacher judgment

Data on specific levels of thinking is helpful, but should not be required.

125.

Grade Book - p. 3

TECHNICAL THEATRE

GRADES 9-12

The sample lesson plan unit includes three parts:

- Curriculum guide, "Activity #10." This activity describes construction of a basic flat frame. It is one of a series of detailed lessons on scenery which includes all aspects of the lesson cycle.

- Lesson plan. The daily lesson plan shows that the construction of a basic flat frame will require more than one day. Notations are brief since details are included in the curriculum guide.

- Grade book. Entries include both major numerical grades and checks for less important activities. Grades are based on specific evaluative criteria detailed in the curriculum guide. The sample criteria checklist notes student strengths and weaknesses which make up the composite recorded grade. This sample includes a detailed record which provides in-depth information at a level of specificity that is extremely helpful to some teachers. It is their choice, however, to record at this level of specificity, and is not state-mandated practice.

Excerpt from a Curriculum Guide

TECHNICAL THEATRE I-II

(grades 9-12)

TOPIC
SCENERY

GOAL
Create theatre through artistic collaboration

ESSENTIAL ELEMENTS
S75.67 (g) (1)(A) Develop stagecraft skills
(B) Practice theatre safety
(C) Explore scenery

OBJECTIVE
The student will comprehend/apply/synthesize/evaluate scenic techniques.

EXPECTANCY
The student will demonstrate specified scenic construction techniques.

ACTIVITY # 10
The student will construct a basic flat frame.

Level: application/intermediate

Description:

- In preparation for construction, the student will be given a scale drawing of a basic flat and asked to label each component: top rail, bottom rail, toggle rails, stiles, corner braces, keystones, and mending plates.
- Using a scale rule, the student will measure and record the dimensions of each component of the flat.
- These measurements will be marked on stock lumber, and rechecked for accuracy.
- The lumber will then be cut employing appropriate tools correctly and safely.
- The various components will be assembled, squared, and nailed together.

RETEACH ACTIVITIES

Determine the area(s) of weakness and reteach using an alternative approach:

- Components of a flat
- Measuring in scale
- Translating scale measurements into actual measurements
- Use of tools: measuring, cutting, driving
- Assembly of flat components

Reteach using an alternative approach:

- Inquiry as to questions and problems
- Explanation and modeling: teacher, student, video
- Practice for developing skill in use of tools

ENRICHMENT ACTIVITIES

Assign the student a scenic construction problem-solving project:

- Construct an odd-shaped flat frame.
- Complete the framing of a large scenic unit by designing and building special flats that can be combined with existing stock flats.
- Experiment with the limitations and possible applications of various materials [e.g., lumber, metal, plastic] for a flat frame

EVALUATION STRATEGIES

- Inquiry
- Class discussion
- Interview/inventory
- Oral/written test
- Criteria checklist
- Problem-solving project
- Technical production assignment
- Oral/written critique

EVALUATION CRITERIA

- Materials
  - Appropriate use/adaptation
- Tools
  - Selection of appropriate hand tools/power tools
  - Correct and safe use of tools
- Techniques
  - Measuring
    - . scale translation
    - . cut allowance
    - . accuracy
  - Cutting
    - . accuracy
    - . neatness
    - . economy

- Joinery
  - . angles
  - . joints
  - . nail/screw patterns
- Finished product
  - Accurate dimensions
  - Placement of components
  - Squareness
  - Rigidity

MATERIALS

- 1x4 pine for rails and stiles
- 1x2 pine (or 1x4 which can be ripped) for corner braces
- 1/4" plywood for corner blocks, keystones, and mending plates
- Three-penny box nails/screws

EQUIPMENT

- Scale rules
- Tape measures
- Framing squares
- Cross cut saws/portable circular saw
- Hammers/screw drivers

RESOURCES

- Essentials of Stage Scenery, Samuel Selden and Tom Rezzato, Prentice Hall, 1971. - Pages 101-121
- Scene Design and Stage Lighting, Oren Parker and Harvey Smith, Holt, Rinehart, and Winston, 1963. - Pages 124-131
- The Stage and the School, 5th edition, Katherine Anne Ommanney and Harry Schenker, McGraw-Hill Book Company, 1982. - pages 301-314
- Stagecraft: A Handbook for Organization, Construction, and Management, David Welker, Allyn and Bacon, 1977. - pages 101-125

DAILY LESSON PLAN

TECHNICAL THEATRE I **5th period** **Monday 11/3/86**

TOPIC
- SCENERY

OBJECTIVE
- The student will comprehend/apply/synthesize/evaluate scenic techniques.

EXPECTANCY
- The student will demonstrate specified scenic construction techniques

ACTIVITY
- The student will construct a basic flat frame.

SEE ACTIVITY # 10, UNIT LESSON PLANS FOR TECHNICAL THEATRE I-II

TECHNICAL THEATRE I **5th period** **Tuesday 11/4/86**

Continue "Basic Flat Construction" unit.

TSW: The student will

NOTE:

- The expectancy that "TSW demonstrate specified scenic construction techniques" is only one of several sub-objectives that will be taught in order for the student to accomplish the major objective for scenery.

- Activity #10 is only one of several activities of varying degrees of difficulty detailed in the curriculum guide that will be used to develop scenic construction techniques.

Grade Book Entry

Technical Theatre I, 5th period					
	Components of flats 10/17	Measuring in scale 10/23	Use of tools 10/29	Basic flat construction 11/4	
1. Jean Rosenthal					
2. Ming Cho Lee	92	97	✓	75	
3. Jo Mielziner					

NOTE: A grade of 75 on the "basic flat construction project" has been entered for Ming Cho Lee. This grade is based on evaluative criteria detailed in the curriculum guide. The criteria, which was shared with the student at the beginning of the lesson, would be entered on a standard basic checklist (*see next page)* which would be used by the teacher to evaluate the project. The completed checklist would be discussed with the student and kept on file to document student improvement.

Criteria Checklist

student Ming Cho Lee *project* Basic flat construction

class/period Technical Theatre I, 5th period *evaluator* teacher *date* 11/4/86

criteria	- +	comments
MATERIALS		
Use/adaptation	1 2 (3) 4 5	Should use 1/4" plywood for keystones, rather than 1x4. Rest of material was appropriate.
TOOLS		
Selection of tools	1 2 3 4 (5)	
Use of tools	1 2 (3) 4 5	Always unplug power tools after use.
MEASURING TECHNIQUES		
Scale translation	1 2 3 4 (5)	
Cut Allowance	(1) 2 3 4 5	Forgot to allow for width of blade making all measurements 1/4 " too short.
Accuracy	1 (2) 3 4 5	Forgot cut allowance.
CUTTING TECHNIQUES		
Accuracy	1 2 3 4 (5)	
Neatness	1 (2) 3 4 5	Didn't clean up wood shavings and leave work area neat.
Economy	1 (2) 3 4 5	Used two 1x4's for the toggle rails, when both could have been cut from the same piece of lumber.
JOINERY		
Angles	1 2 3 4 (5)	
Joints	1 2 3 4 (5)	
Nail/Screw patterns	1 2 (3) 4 5	Used too many nails in the keystones.
FINISHED PRODUCT		
Accurate dimensions	1 2 (3) 4 5	Each board was 1/4" too short.
Component placement	1 2 3 4 (5)	
Squareness	1 2 3 4 (5)	
Rigidity	1 2 3 4 (5)	
Total points out of 80:	56	

NOTE: The criteria checklist outlined above may be very helpful to some teachers desiring highly specific information about student performance and progress. Use of such a checklist is, however, the individual teacher's choice, and is not state-mandated.

BUSINESS EDUCATION

SHORTHAND

The curriculum guide is extensive for the segment covered in this sample. Also covered in the curriculum guide, but not excerpted here, are teacher activities, materials, and resources commonly used.

While the daily lesson plan is more detailed than necessary for each day because the objectives may carry over for several days, it is abbreviated by correlating the activities by number to the more extensive curriculum guide.

It is common practice in skills courses to record daily grades by a check (✓) system or a similar simple method of 1-10 ranking. Intermediate grades on projects, jobs, and production may be recorded either by numerical (as shown) or by letter grade. Final grades for units, tests, etc., are usually numerical, as is often dictated by district grading policy. Daily, intermediate, and final grades usually will be weighted in determining course final grades.

BUSINESS EDUCATION

SAMPLE CURRICULUM GUIDE FOR SHORTHAND

4 (B) *ESSENTIAL ELEMENT*

TRANSCRIPTION. THE STUDENT SHALL BE PROVIDED OPPORTUNITIES TO PRODUCE COPY IN MAILABLE BUSINESS FORM UNDER TIMED SITUATIONS.

LOCAL SCHOOL DISTRICT OBJECTIVES (COMPONENTS OF ESSENTIAL ELEMENT)

THE STUDENT WILL:

1. DEVELOP ABILITY TO CONSTRUCT PRACTICED AND NEW OUTLINES ACCURATELY AND RAPIDLY
2. BUILD SUSTAINED WRITING SKILL
3. TRANSLATE SHORTHAND NOTES INTO ORIGINAL TEXT
4. BE ABLE TO TRANSCRIBE AT TYPEWRITER/WORD PROCESSOR
5. KNOW PROPER LETTER PLACEMENT AND LAYOUT
6. BE ABLE TO USE CORRECT PUNCTUATION, SPELLING, VOCABULARY, WORD DIVISION, AND GRAMMAR
7. DEVELOP PROOFREADING ABILITY AND KNOWLEDGE OF COMPONENTS OF MAILABLE COPY

PREREQUISITES:

- ABILITY IN USING TYPEWRITER/WORD PROCESSOR
- SOUND BACKGROUND IN LANGUAGE ARTS

ACTIVITIES:	1. DICTATION OF PREVIEWED MATERIAL AT VARYING SPEEDS
	2. DICTATION OF NEW MATERIAL AT VARYING SPEEDS
	3. TRANSCRIPTION OF NOTES AT TYPEWRITER/WORD PROCESSOR
	4. REVIEW OF LANGUAGE ARTS SKILLS
	5. REVIEW OF LETTER PLACEMENT AND LAYOUT
	6. SPEED BUILDING STRATEGIES
	7. SUSTAINED WRITING BUILDING STRATEGIES
	8. PROOFREADING PRACTICE
EVALUATION:	. TEACHER OBSERVATION OF PREPAREDNESS AND PARTICIPATION
	. DAILY/WEEKLY GRADES ON COMPONENTS OF MAILABILITY STANDARDS
	. PRE-TESTS TO DETERMINE REVIEW AND REMEDIATION
	. TESTS FOR MASTERY OF ELEMENT AND OBJECTIVES

LESSON PLAN BOOK

MS. EFFECTIVE TEACHER

LESSON PLAN FOR SHORTHAND

TUESDAY 4-6-87 PERIOD 3

PRIMARY OBJECTIVE: . PRODUCTION OF MAILABLE COPY

SECONDARY OBJECTIVE:
- . EXTEND SUSTAINED WRITING TIME
- . PRODUCE TWO LETTERS IN MAILABLE FORM
- . DEVELOP PROOFREADING SKILLS

ACTIVITIES:
- . WARMUP/FOCUS - REVIEW MAILABILITY STANDARDS AND PREVIEW OUTLINES ON CHALKBOARD FOR DICTATION
- . ACTIVITY # 1 TWO LETTERS AT 80 WPM AND 70 WPM
- . ACTIVITY # 3 AND # 8
- . ACTIVITY # 2 TWO LETTERS AT 70 WPM AND 60 WPM
- . ACTIVITY # 3 AND # 8

EVALUATION:
- . TEACHER OBSERVATION OF CLASS PARTICIPATION OF READING AND WRITING PRACTICE FROM PREVIEW ON BOARD AND ORAL REVIEW OF MAILABILITY STANDARDS
- . PROOFREADING CHECK OF PAPERS BY EXCHANGE
- . LETTERS GRADED FOR INTERMEDIATE LEVEL OF MASTERY

EXTENDING THE TIME A STUDENT CAN WRITE SHORTHAND AND SUSTAIN A SPECIFIC SPEED IS AN INTEGRAL PART OF THE SKILL THAT MUST PRECEED THE PRODUCTION OF MAILABLE COPY. WHILE GRADES ARE TAKEN ON TIMED SPEED ACTIVITIES, IT IS A PROGRESSIVE SKILL AND THIS PARTICULAR LESSON IS NOT GRADING THAT ASPECT OF THE SKILL.

A CHECK, CHECK -, AND CHECK+ SYSTEM IS USED TO INDICATE DAILY PREPARATION AND PARTICIPATION. TEACHER ENTERS GRADE EITHER DURING THE CLASS PERIOD OR AT SOME LATER TIME THE SAME DAY.

EACH STUDENT PROOFREADS HIS/HER OWN PAPER THEN, AS ADDITIONAL PRACTICE, EXCHANGES WITH ANOTHER STUDENT. IF EITHER OF THE STUDENTS MISS AN ERROR THAT THE TEACHER DETECTS, BOTH STUDENTS' GRADES ARE LOWERED. THIS ACTIVITY IS A ROUTINE PART OF ANY EXERCISE THAT IS GRADED.

INTERMEDIATE LEVEL OF MASTERY MEANS THAT THIS IS NOT THE LAST TIME PRODUCTION FOR MAILABLE COPY WILL BE GRADED. SHORTHAND IS A DEVELOPMENTAL AND PROGRESSIVE SKILL AND BY NATURE MUST BE REPEATED MANY TIMES. AS SOON AS IT IS MASTERED AT ONE SPEED, THEN THE PROCESS IS REPEATED AT A HIGHER SPEED.

GRADE BOOK

OF

MS EFFECTIVE TEACHER

SHORTHAND - PERIOD 3 — SIXTH SIX WEEKS

DAY	M	T	W	T	F		
DATE	5	6	7	8	9		
NAME							
1. ADAMS, JENNY		√-				79	
2. BROWN, BILLY		√				82	
3. CASTRO, ZEKE		√+				94	
4. KENDALL, MARY		√+				97	

DAILY CLASSWORK

MAILABLE LTRS.(2) 8/6

NOTE: Computation of daily grades signified with a ✓ and of other numerical grades is discussed in the Curriculum Guide. Weighting for these grades varies with each six weeks period, and those variations are also discussed in the curriculum guide.

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